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ABSTRACT

A three-year (1974-77) K-14 Career Based Curriculum (CBC) project was conducted in Union County, North Carolina, to implement career education concepts into four elementary schools, two middle schools, and four senior high schools. During the third year of the project, a career center serving the secondary schools and the community was opened. The third-party final evaluation report (included in this document) for the third year focused on effectiveness of the planned career education delivery system and the transportability of the CBC model to other school administrative units or local education agencies. Also student achievement on all grade levels was evaluated, and assessments were made of project activities and attitudes of students, teachers, parents, and community leaders toward the project. The CBC model was found to be transportable to other administrative units by more than half the units, with only minor changes needed. This document includes a description of the project, various project materials and forms, and analyses of student test data, survey results, teacher reports, parent and community leaders' responses, and on-site process evaluation. (TA)

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Final Report

Project No. F4-003-VW
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Career Based Curriculum Project

Exemplary Project in Vocational Education
Conducted Under
Part D of Public Law 90-576

The project reported herein was performed pursuant to a grant from the Office of Education, U. S. Department of Health, Education and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

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June, 1977

CE 013 762

FINAL REPORT
July 1, 1974 - June 30, 1977

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I

SUMMARY OF THE REPORT

The Union County Board of Education was funded by the U. S. Office of Education, Department of Health, Education, and Welfare, under Part D of Public Law 90-576 to implement a three-year exemplary K-14 Career Based Curriculum Project. This report covers CBC Project activities for the duration of the project: July 1, 1974, to June 30, 1977.

The mission of the Union County School System for career education is to insure that all students who need, want and can profit from career education develop skills which are suited to the students' interests, needs, and abilities for entering the labor market or for continuing education.

The major overall objective of Union County's Career Based Curriculum Project is to implement a realistic career education delivery system for Union County. More specifically, over a three year period, the "career education" concept has been introduced into ten schools--four elementary schools, two middle schools, and four senior high schools plus the new Union County Career Center.

Generally speaking, the objectives of the CBC Project are to develop and implement programs of self and career awareness for project elementary schools; programs of career exploration for project middle schools; and programs of career preparation for project high schools. A more detailed list of objectives may be found in the body of this report.

To achieve project objectives, the following program activities have been implemented: inservice education for personnel at all grade levels; the development and utilization of curriculum units which stress the integration of career education concepts into the academic disciplines; individual and group guidance activities; utilization of resource speakers from the community; field trips to businesses, industries, governmental agencies, and educational institutions; "hands-on" career activities in middle school career labs; entry level job training through vocational education courses; role playing, reading assignments, interviewing of workers, viewing of career films and filmstrips, and other student-teacher activities; and the review and purchase of career education books and materials for use in project schools and in the Union County Career Center. A CBC Project staff of 12½ persons was employed to assist teachers and administrators in the implementation of the above listed activities.

Major project accomplishments include the following: (1) the planning and completion of 83 career education workshops by the CBC Project staff; (2) the joint development by CBC Project staff, teachers, and administrators of 25 career education curriculum units; (3) the publication of a resource guide for Union County science teachers and over one hundred and fifty sample activities for integration of career education concepts at the secondary level; (4) the implementation of pilot career programs in all high schools; (5) the determination and development of curricular offerings for the Union County Career Center; (6) the selection of personnel to serve in the Career Center; (7) the completion of a Career Center curriculum guide containing course description and objectives, instructional procedures, course outline, and available instructional materials for each Career Center program; (8) the establishment of a vocational-technical library for the Union County Career Center; (9) the selection and purchase of a wide variety of career education instructional materials for use in all project schools; (10) the employment of two placement counselors for the Union County Career Center; (11) the employment of two elementary counselors who serve four project schools; (12) expansion of the total guidance program to include more emphasis on career awareness, exploration, and placement; (13) the provision of leadership and assistance to teachers in infusing career education concepts into the academic curriculum through the services of curriculum specialists employed to serve the elementary, middle school, and secondary levels; (14) the dissemination of career education information; and (15) the completion of a third-party evaluation of project activities and accomplishments.

Project evaluation findings, among others, are:

Elementary School

1. Although Project student scores were higher in many cases than those of the non-Project fifth grade students tested, there were no significant differences in scores on self awareness factors, awareness of occupations and job roles in the community, knowledge of the interdependence of workers, and attitudes toward selected "white and blue collar" occupations.

2. There was a significant difference between fifth-grade Project students' and non-Project students' scores on a test to determine student skill in decision-making and planning (in favor of the Project students).

3. There was a significant difference between fifth-grade Project and non-Project students on a test designed to determine the understanding of the relationship between school experiences and the "world of work" (in favor of the Project students).

4. Student perception about participation in and positive attitudes toward activities of the career-based curriculum was significantly different in favor of the Project schools' students when compared to that of the students in the non-Project schools.

5. When Project fifth-grade student performance on a test of self-awareness was compared to the students' own performance as fourth-graders, there were significant differences between the mean scores on five of the seven factors in favor of the fifth graders.

Middle School

6. Although Project student scores were higher in many cases than those of the non-Project eighth grade students tested, there were no significant differences in scores on the following factors: decision-making and problem-solving skills, knowledge of occupations and careers in Union County, and reading achievement.

7. Project students in the middle grades viewed the following activities more favorably than did non-Project students: films on jobs, talks by workers, career days, and tours.

High Schools

8. There were significant differences between the mean scores on self-awareness factors of the same Project students from an eighth-grade testing to the ninth-grade testing on four of the seven factors in favor of the ninth graders.

9. There were significant differences among the mean scores of Project eighth, ninth, and eleventh grade groups on five of twelve items about knowledge of occupations and careers in Union County; when analyzed further the data showed the significant differences for these items to be between the eighth and eleventh and the ninth and eleventh grade groups.

10. There were significant differences among the mean scores of Project eighth, ninth, and eleventh grade groups on two of three items on knowledge of job preparation activities in Union County; when analyzed further the data showed the differences for these two items were between eighth and eleventh and the ninth and eleventh grade groups.

11. There were significant differences among the mean scores of Project eighth, ninth, and eleventh grade students on three of eight items about career planning knowledge.

12. There were significant differences among the mean percent response of Project eighth, ninth, and eleventh grade groups to each of the three career education knowledge scales (occupational characteristics, occupational preparation requirements, and career planning knowledge)

with the mean scores of eleventh graders higher than those of eighth and ninth graders on each of the scales.

Adults

13. Response to the questionnaire assessing the attitudes of parents of fifth, eighth, and eleventh grade students toward schools and career education was found to be strongly positive (from 75 to 97 percent positive responses to the items).

14. Response to a questionnaire by community leaders including business and industry showed that the respondents were familiar with the CBC Project, thought the results would be of substantial value to the community, and two-thirds indicated they would like to be involved with students in career education activities.

15. Teachers, 99 percent, indicated that it was important for students to develop knowledge in school about the world of work, career education should be emphasized in high school, and that the CBC Project was a good way to implement career education.

Process Evaluation

16. The most frequently used career education instructional activities, as reported by teachers, were "reading assignments and class discussion," "viewing and using audio-visual materials," and "participating in decision-making activities."

17. The on-site evaluators found that the strengths of the program in the elementary school appeared to be the supply of relevant teaching materials, awareness of the program by students and teachers, and the community involvement with the program.

18. The on-site evaluators found that there had been an extensive number of inservice activities provided for teachers during the school year.

II

UNION COUNTY SCHOOLS' CAREER BASED CURRICULUM PROJECT
FINAL REPORT

July 1, 1974 - June 30, 1977

A. Problem Area Toward Which Project Was Directed - The Union County Schools have a student population of 11,500 in grades K-12. Union County is situated in the Southern Piedmont Region of North Carolina and borders South Carolina on its south side. Located in the geographic center of the county is the city of Monroe, population 12,000, which serves as the county seat. Monroe has a separate school district which includes all of the city proper and some bordering territory in the county outside of the city limits. The Union County district is made up of rural areas and some small towns and may be characterized as a rural nonfarm population area.

Research conducted as part of long range planning efforts by the Union County School System indicated that its schools were not as effective in preparing students to take their place in society as they should be. For example, the 1972 graduating class which had an enrollment of 796 in the sixth grade lost 239 or 31 percent of its students via the dropout route. And of the 547 students who did graduate in 1972, 173 were enrolled in a general track curriculum which prepared them neither to enter the labor market with a saleable skill nor to continue their education at the post secondary level. Further, of the 186 college preparatory graduates, it was estimated that half would not complete four years of college.

Still another concern of the school system was the fact that many of the citizens of Union County were not aware of existing occupational opportunities within the county and, additionally, did not have the skills to take advantage of these opportunities had they known of their existence.

Because of these concerns, the following recommendations were made to the Union County Board of Education:

1. The establishment of a K-14 career based curriculum to aid in the efforts to decrease the drop-out rate and improve the skills needed for employment and/or continuing education.

2. The construction of a centrally located career center to serve as an extension of the four existing high schools for the purpose of providing a more comprehensive curriculum for both the present student body and the adult community.

Responding to these recommendations, the citizens of Union County voted to expend $1,500,000 for the construction of the Union County Career Center, which was opened on August 23, 1976.

Additionally, the Union County Board of Education applied for and received a grant under Part D of the Vocational Act of Public Law 90-576 to implement an exemplary, three-year Career Based Curriculum Project for grades K-14. The grant became effective July 1, 1974, and extends to June 30, 1977.

B. Goals and Objectives of Union County's Career Based Curriculum Project - The faculties and administrators of the Career Based Curriculum Project schools agreed upon the following goals for the project.

1. Elementary School Level - Self and Career Awareness Phase, Grades K-5

    a. To increase the student's self-awareness, encouraging a positive self-concept.

    b. To increase the student's awareness of the many occupations and job roles in the community.

    c. To increase the student's understanding of the interdependence of people.

    d. To develop positive attitudes in the student toward work and workers in all career areas.

    e. To increase the student's knowledge and understanding of facts and concepts about different occupations.

    f. To develop the student's decision-making and planning skills.

    g. To help the student understand that school experiences are related to the "world of work."

    h. To develop the student's skills in interpersonal relationships.

   i. To develop the student's understanding of the characteristics of successful work behavior.

   j. To help the student relate personal interests and abilities to various work roles.

   k. To develop the student's awareness that the "world of work" is constantly changing.

2. Middle School Level - Career Exploration Phase, Grades 6-8

   a. To develop a positive self-concept in the students.

   b. To develop the student's ability to accept others.

   c. To increase the student's decision-making and problem-solving skills.

   d. To develop the student's understanding of the relationship between school and the larger society.

   e. To help the student develop positive attitudes and appropriate work habits.

   f. To develop the student's understanding of the design, manufacture, distribution and utilization of products and services.

   g. To increase the student's knowledge of specific occupations and careers in the community.

3. High School Level - Career Preparation Phase, Grades 9-12

   a. To increase the student's self and career awareness.

   b. To assist the student in clarifying and further developing personal, social, and career values.

   c. To increase the student's understanding of career dynamics.

   d. To expand the student's education and career horizons.

    e. To develop the student's decision-making processes.

    f. To prepare the student for career search, entry, and progression.

    g. To assist the student in exploring means of personal fulfillment and in developing social responsibilities.

C. Career Based Curriculum Project Staff - The Career Based Curriculum Project staff, funded under Part D of Public Law 90-576, includes the following personnel:

1. Project Director, responsible for:
    - a. Planning, directing, and supervising all project programs and activities.
    - b. Supervising the Career Center programs.
    - c. Working with the total staff of the Union County Schools in promoting career education programs within the school district.
    - d. Administering programs, policies, and regulations within the policies of the Union County Board of Education, the State Board of Education and the U. S. Office of Education.
    - e. Preparing and submitting all required reports to the above agencies.
    - f. Promoting community and industrial relations.
    - g. Coordinating and administering fiscal affairs of the project.
    - h. Securing and maintaining qualified personnel for the project in conjunction with the director of personnel in the school district.
    - i. Conducting information programs for students, parents, staff and the community.
    - j. Providing leadership for staff in-service training.
    - k. Coordinating project activities with all cooperating agencies.

l. Planning and presenting a series of meetings each year for the express purpose of interpreting the Career Education Project to the Union County Board of Education, to parent groups, and to other interested persons in the community.

m. Planning and administering project in-service education activities.

n. Seeing that meaningful evaluations are made of project activities.

2. Career Center Counselors (2) - These positions were effective for the 1976-77 school year. The counselors' responsibilities include:

   a. Assisting Career Center director, instructors, advisory committees, and craft committees, in the evaluation of training programs in the Career Center, high schools and in industry, in an effort to provide better training and placement.

   b. Assisting the instructors in developing a close working relationship with business and industry.

   c. Coordinating the job placement activities of the instructors in the work study programs.

   d. Assisting the project director in achieving a broad base of support from the community and business.

   e. Orienting personnel directors in business and industry to the training programs in the schools.

   f. Assisting students in finding the best possible employment which will make use of skills which they acquire in their training programs.

   g. Providing a continuous evaluation of training programs to insure that they are coordinated with job opportunities in the community.

   h. Trying to place all school leavers in a job or another educational setting.

   i. Working with potential dropouts and handicapped students.

3. Elementary Counselors (2) - Positions effective throughout the entire project period. Responsibilities include:

   a. Providing group and individual counseling.

   b. Working with instructors and curriculum specialists in curriculum development.

   c. Assisting classroom teachers in using the community as a classroom.

   d. Working to resolve students' educational handicaps.

   e. Working to discover and develop special abilities of students.

   f. Working to prevent students from dropping out of school.

   g. Helping students to evaluate career interests and choices.

   h. Obtaining and providing occupational information for students and classes.

   i. Conferring with parents when needed.

4. Middle School Career Exploration Instructors (4), responsible for:

   a. Planning course outlines, course objectives and lesson plans with the academic teachers via the team approach.

   b. Working closely with the middle school curriculum specialist in developing the total curriculum for career explorations.

   c. Planning and carrying out all the usual teaching performance responsibilities that are common to all teachers.

5. Curriculum Specialists (2), career education coordinators, responsible for:

   a. Assisting project director in coordinating all efforts of the total staff in curriculum development for career education.

b. Working with principals and teachers in the project schools to effect horizontal and vertical continuity and articulation of the instructional program.

c. Assisting teachers with the integration of career education concepts into the various curriculum areas.

d. Assisting project director in planning and presenting a series of meetings each year for the express purpose of interpreting the Career Education Project to the Union County Board of Education, to parent groups, and to other persons in the community.

e. Directing creation of and editing for publication all curriculum guides and materials prepared by and to be distributed to the instructional staff.

f. Securing and distributing instructional resources from other districts and like projects.

g. Maintaining a curriculum library for the staff.

h. Keeping abreast of and interpreting for the staff current research in the area of career education development.

i. Assisting the project director in planning and administering the project activities.

j. Establishing an on-going program to evaluate curriculum and instruction.

6. Secretaries (1½), serving in the following capacities:

   a. Reproducing curriculum guides and materials developed by the project.

   b. Assisting in organizing, producing, and distributing information about project activities.

   c. Handling correspondence for project director.

   d. Assisting teachers with requests concerning materials, travel, and in-service activities.

   e. Ordering career education reference and instructional materials.

D. Major Program Activities - The major program activities of the Career Based Curriculum Project include the following:

1. In-service education for personnel at all grade levels.
2. The continued development and utilization of curriculum materials as curriculum specialists assist teachers in integrating career education concepts into the academic disciplines.
3. The continued review and purchase of career education books and materials for use in the project schools and the Union County Career Center.
4. Continued development of self and career awareness through the following activities:

    a. utilization of resource speakers from the community
    b. field trips to businesses and industries, governmental agencies, and educational institutions
    c. "hands-on" career exploration in middle school career labs
    e. role playing; reading assignments; interviews of workers; viewing of career films, filmstrips and videotapes; and other student-teacher activities
    f. expansion of career centers for dissemination of CBC materials to students and teachers.

E. Staff and Student Participants - Union County Schools' Career Based Curriculum Project involves eleven (11) project schools: four (4) elementary schools; two (2) middle schools; four (4) senior high schools; and the Union County Career Center, which receives students from each of the four high schools. The number of teachers in each project school is indicated below:

Indian Trail Elementary	30
Unionville Elementary	23
Waxhaw Elementary	16
Wingate Elementary	25
East Union Middle	38
Parkwood Middle	35
Forest Hills High	45
Parkwood High	36
Piedmont High	38
Sun Valley High	45
Union County Career Center	14
TOTAL	345

The student enrollment of the Career Based Curriculum Project Schools is shown on the following chart.

CBC PROJECT STUDENT ENROLLMENT

SCHOOL	K	1	2	3	4	5	6	7	8	9	10	11	12	Grand Total
Indian Trail Elementary School	110	134	114	102	99	96								655
Unionville Elementary School	82	92	107	97	98	88								564
Waxhaw Elementary School	52	71	75	50	76	66								390
Wingate Elementary School	77	93	90	83	101	89								533
East Union Middle School							261	279	245					785
Parkwood Middle School							212	234	230					676
Forest Hills High School										298	232	207	200	937
Parkwood High School										288	194	170	139	791
Piedmont High School										266	182	157	118	723
Sun Valley High School										292	211	218	201	922
TOTAL	221	390	386	332	374	339	473	513	475	1,144	819	752	658	6,976

F. Amount and Source(s) of Funds - The fiscal resources of the Union County School System, expended explicitly to achieve the implementation of the objectives listed in this overview, are summarized below by source and major expenditure category.

July 1, 1974 - June 30, 1977

	Expenditure Category	Amount	Source
1.	Personnel Project Director Curriculum Specialists Career Exploratory Instructors Elementary Guidance Counselors Career Center Counselors Secretaries	$370,602	Part D
2.	Fixed Charges	62,713	Part D
3.	Travel	7,500	Part D
4.	Equipment	5,916	Part D
5.	Instructional Materials	108,623	Part D
6.	Contractual	49,900	Part D
7.	Other	70,170	Part D
8.	Indirect Charges	6,916	Part D

G. MAJOR ACTIVITIES AND ACCOMPLISHMENTS

July 1, 1974 - June 30, 1975

The major activities and accomplishments of Union County's Career Based Curriculum Project for yearly period July 1, 1974 - June 30, 1975, are presented below in quarterly periods to show the continuous implementation of project activities within specified time frames.

First Quarter Activities and Accomplishments

July 1, 1974 - September 30, 1974

1. Employment of Project Staff - The initial step taken by the Union County Board of Education in implementing its Career Based Curriculum Project was the employing of the project director. By May 15, 1974, the project director had been employed, effective July 1. Immediately upon joining the administrative staff of the Union County School System, the project director, in conjunction with the assistant superintendent in charge of personnel, began interviewing for the following project staff positions: three (3) curriculum specialists; two (2) elementary counselors; four (4) middle grades exploratory instructors; and one (1) secretary. By the middle of August, personnel for these positions had been employed.

2. Orientation of Project Staff - An orientation to the Union County School System and the Career Based Curriculum Project was given to project staff members by the project director, the assistant superintendent in charge of personnel, and the director of pupil personnel services for Union County Schools. Job duties and responsibilities were also covered.

3. Preservice and Inservice Education - Inservice education for personnel at all grade levels, K-12, was emphasized by the CBC Project as a means of introducing the career education concept into all project schools.

   a. Elementary Inservice Education - In July and August the CBC Project director and curriculum specialists coordinated activities that resulted in a three day career education workshop for elementary teachers on August 12, 13, and 14. These activities included several planning sessions with the superintendent of schools, the principals of our four elementary project schools, the director of occupational education, the director of pupil personnel services, the assistant superintendent in charge of instruction, and the consultants for our workshop.

The purpose of the workshop was three fold: (1) to orient participants to Union County Schools' Career Based Curriculum Project; (2) to familiarize participants with the concept of career education; and (3) to introduce participants to specific techniques for writing instructional units that incorporate career education elements or concepts into the academic disciplines. Ninety-two elementary teachers representing 98 percent of all teachers in the four elementary project schools participated in the workshop.

b. Middle Grades Inservice Education - In August and September, the CBC Project director and the three curriculum specialists met on several occasions with middle grade principals, the superintendent of schools, career exploratory teachers, consultants, the director of instruction for elementary education, and the director of pupil personnel services for the purpose of planning a middle grades inservice career education workshop to be held on October 3, 5, and 12.

c. Inservice Education Planning Workshop - In mid September, the Career Based Curriculum Project Staff and the superintendent of schools sponsored a two-day workshop which involved members of the central administrative staff, principals, teachers, and counselors from all CBC Project schools, and consultants from North Carolina State University at Raleigh, and the Frank Porter Graham Child Development Center at Chapel Hill. The purpose of this workshop was to restate and further clarify the objectives of Union County Schools' Career Based Curriculum Project in terms of specific student and other project objectives.

d. Curriculum Development Inservice Education for CBC Curriculum Writers - In August, the project director conducted a one-day inservice education workshop for the curriculum writers concerning the principles of curriculum development as they relate to the concept of career education.

e. Development of Curriculum Materials - Career education curriculum units for grades K-6 have been cooperatively developed by the teachers of the four elementary CBC project schools and the curriculum specialists of the CBC project staff. Additionally, a career education curriculum unit designed especially for use with handicapped students has been developed cooperatively by the CBC secondary curriculum specialist and special resource teachers of Union County Schools.

f. Inservice Education for Review of Curriculum Materials - In September, the CBC Project Staff of the central office sponsored a one-day inservice education workshop for counselors and career exploratory teachers for the purpose of reviewing commercially prepared career education curriculum materials for use in CBC Project schools.

4. Expansion of Middle Grades Career Exploration Program - Union County Schools' ongoing middle grades career exploration program has been expanded by the addition of two career education teachers at each of the two Union County middle schools. As a result, students are now able to have "hands-on" exploratory experiences in all fifteen U. S. Office of Education career cluster areas.

5. Introduction of Counseling at the Elementary Level - The initiation of the CBC Project has made possible, for the first time in the history of Union County Schools, the placement of school counselors in elementary schools. Two CBC counselors are now serving the four project elementary schools.

6. Purchase of Site for New Career Education Center - A 28.3 acre plot of land was recently purchased by the Union County Board of Education as the site for its new one and a half million dollar Career Education Center. The Career Center will house twelve vocational programs not presently being offered by the school system plus advanced academic courses in physics, mathematics, chemistry, languages, and fine arts.

7. Planning with Central Piedmont Community College for Adult Evening Courses - Planning sessions between the CBC Project director and the director of adult education programs for Central Piedmont Community College have been held for the purpose of mapping out the adult evening program to be offered at the Career Center.

8. Significant Findings and Events - At the end of the first quarterly reporting period, Union County Schools' Career Based Curriculum Project is well underway with the following significant findings noted:

   a. Ninety-eight percent of all elementary teachers in the four CBC Project elementary schools have participated in a preservice career education workshop. As a result of this effort, local career education curriculum units have been developed and are now beginning to be implemented by elementary teachers in their classrooms.

   b. Students in the two middle grades project schools are now experiencing "hands-on" exploratory activities in all fifteen U.S.O.E. career cluster areas as a result of additional staff made possible by the CBC project.

c. Counselors are providing individual and group guidance activities at the elementary level for the first time in the history of our school system.

d. Three full-time curriculum specialists, working cooperatively with teachers and counselors, have already developed career education curriculum units which interrelate career education concepts with the academic disciplines. These units are now beginning to be implemented by elementary teachers in their classrooms.

e. Additional workshops for the purposes of reviewing career education curriculum materials and redefining and further clarifying CBC project objectives have taken place.

f. All CBC project staff have been employed and are on the job.

Significant events which have taken place during the first quarterly reporting period include the following:

a. Dr. B. Paul Hammack, Superintendent of Union County Schools; Mr. L. J. Gann, Administrative Assistant for Union County Schools; Dr. John D. Moore, Director, Career Education Project, Union County Schools; and Mrs. Katherine Cox, Bookkeeper, Union County Schools, attended the U. S. Office of Education Region IV Orientation Workshop for new exemplary projects in Atlanta, Georgia on June 12, 1974.

b. Dr. B. Paul Hammack, Superintendent of Union County Schools; Dr. John D. Moore, Director, Career Education Project, Union County Schools; and Mr. Linwood Ward, Director of Occupational Education, Union County Schools, attended the U. S. Office of Education Region IV Conference for Part D Project Personnel in Atlanta, Georgia, on August 6 and 7, 1974, where Dr. Moore made a presentation entitled, "Unique and Significant Features of Union County Schools' Career Based Curriculum Project."

c. Dr. John D. Moore, Director, Career Education Project, Union County Schools, attended the U. S. Office of Education Region IV Evaluation Meeting for Part D Project Personnel in Atlanta, Georgia, on Septmeber 23, 1974.

d. Dr. John D. Moore, Director, Career Education Project, Union County Schools, visited South Carolina's Exemplary Part D Project in Richland County School District II, Columbia, S. C., Dale Holden, Director, on July 16 and 17.

e. A site has been purchased for the construction of Union County Schools' $1,500,000 Career Education Center.

9. Problems - Implementation of Union County Schools' Career Based Curriculum Project is underway and on schedule with two exceptions.

First, a three-day preservice career education workshop was scheduled to be conducted in August for personnel in all elementary and middle project schools. However, due to the large number of personnel that would be involved in such an endeavor and because of the different career education emphases for elementary and middle school personnel, it was decided that our project could be more effectively implemented if separate workshops for elementary and middle school personnel were held. Accordingly, the preservice education workshop for elementary personnel was conducted in August as scheduled but the workshop for middle personnel was rescheduled for October.

Secondly, the projected completion date for Union County Schools' new Career Education Center has been changed from September, 1975 to September, 1976 due to a delay in finalizing a site for the new center.

10. Dissemination Activities - Information concerning Union County's CBC Project has been disseminated through area newspapers, national newsletters, and through public appearances of the CBC Project director.

Public appearances of the project director and his staff concerning the CBC Project have included local presentions before the Union County Board of Education, the Occupational Education Advisory Committee and the Professional Advisory Council of Union County School System, and before the faculties and staffs of all elementary and middle project schools. The CBC project director also made a presentation at the Region IV Conference for Part D Project Personnel in Atlanta, Georgia, on August 6 and 7, concerning the unique and significant features of Union County Schools' CBC Project.

11. Data Collection - None.

12. Progress on Evaluation Plans and Procedures - In July, prospective third-party evaluators were contacted and asked to submit evaluation proposals for Union County Schools' Career Based Curriculum Project.

In August, the U. S. Office of Education informed local project directors that federal guidelines for the evaluation of career education programs were presently being developed and must be included as a part of any third-party evaluation proposal.

In late September, the U. S. Office of Education sponsored a Region IV Evaluation Meeting for Part D project personnel to explain the new federal "Draft Guidelines for the Evaluation of Career Education Programs" and the necessary procedures for contracting with third-party evaluators. As a result of this meeting, the CBC project director is now in the process of developing a scope of work document and an overview of the CBC Project in accordance with federal guidelines. Upon completion of these materials, third-party evaluators will again be contacted and asked to resubmit evaluation proposals.

13. Other Activities - Other activities in which CBC staff members have participated during the first quarterly reporting period include the following:

    a. The CBC Project director attended the "People and Resources Seminar" sponsored by the North Carolina State Advisory Council on Vocational Education, and the Divisions of Pupil Personnel Services, Public Information and Publications, and Occupational Education of the North Carolina State Department of Public Instruction in Gastonia, North Carolina.

    b. The CBC curriculum specialists attended several reading workshops cosponsored by the Union County School System and the North Carolina State Department of Public Instruction and also participated in a Union County sponsored workshop for the handicapped.

    c. The CBC project director and curriculum specialists attended a media workshop sponsored by the Media Center of the Union County School System.

    d. The CBC career exploratory teachers participated in a week-long North Carolina State Department of Public Instruction sponsored career education workshop at Ranson Junior High School in Charlotte, North Carolina. The CBC project director and curriculum specialists attended the workshop for one day.

    e. The CBC secondary curriculum specialist visited the State Department of Public Instruction in Raleigh and secured materials related to career education.

14. Future Activities - During the second quarter, emphasis will be placed upon the continuation of the major activities which were initiated during the first quarter. Additionally, the following activities are planned:

   a. the conducting of a three-day inservice career education workshop by the CBC staff for middle grades personnel.

   b. the participation of the CBC project director and curriculum specialists in a three-day career education curriculum workshop to be sponsored by the State Department of Public Instruction in Raleigh.

   c. the conducting of orientation sessions with the four county high schools by the CBC project staff for the purpose of familiarizing the personnel of these schools with the concept of career education and with Union County Schools' Career Based Curriculum Project.

   d. the development and implementation of middle grades career education curriculum units which interrelate career education concepts with the academic disciplines.

   e. the selection of a third-party evaluator for Union County's CBC Project.

   f. visitations by CBC staff members and CBC project school personnel to other schools with career education projects.

   g. a visitation to Union County Schools' Career Based Curriculum Project by Miss Ellen Lyles, Part D Program Officer, Region IV, U. S. Office of Education, Atlanta, Georgia.

SECOND QUARTER ACTIVITIES AND ACCOMPLISHMENTS

October 1, 1974 - December 31, 1974

1. Inservice Education - Inservice career education at the elementary, middle, and high school levels was emphasized during the second quarter of Union County Schools' Career Based Curriculum Project.

   a. Elementary Inservice Education - The CBC Director and the three CBC curriculum specialists attended a State Department of Public Instruction sponsored Leadership Training

Workshop for BREAD & BUTTERFLIES in Raleigh, North Carolina on October 15 - 17. BREAD & BUTTERFLIES is a career development series about people nine to twelve years old. The fifteen programs, each fifteen minutes in length, are currently being produced by the Agency for Instructional Television for a 32-member consortium of which the N. C. Department of Public Instruction is one. Programs are available over the UNC-TV Network and on film and cassette.

Program titles include: Self-Clarification; Shaping One's Destiny; What Is Success?; Interpersonal Skills; Human Dignity; Decision-Making; Life Styles; and seven others. The series establishes career development goals that are essential to future career choices and to an understanding of the economy itself. It recognizes that the individual, and not the job description, is the real area of concern, and that to understand others and the work they do provides the student with a means of understanding himself.

As a result of the Leadership Training Workshop, the CBC Central Office Staff is now in a position to conduct workshops and other inservice activities to prepare teachers in Union County Schools to use the BREAD & BUTTERFLIES curriculum guides and television programs as tools for making career development an integral part of the instructional program.

b. Middle School Inservice Education - In September, the CBC project director and the three CBC curriculum specialists coordinated activities that resulted in a three-day career education workshop on October 3, 5, and 12 for 60 teachers and administrators of East Union Middle Grade School and Western Union Middle Grade School. These activities included planning sessions that involved Dr. B. Paul Hammack, Superintendent of Union County Schools; Mr. R. F. Bolden, Principal, Western Union Middle Grade School; Mr. J. H. McAfee, Principal, East Union Middle Grade School; Mr. Bill Stegall, Director of Instruction for Elementary Education; Mr. Linwood Ward, Director of Occupational Education; Mrs. Myrna Hilton, Director of Pupil Personnel Services, Dr. John D. Moore, CBC Project Director, Mrs. Gail Latham, CBC Elementary Curriculum Specialist, Mrs. Kate Faulkner, CBC Middle Grades Curriculum Specialist, Mr. Preston Doyle, CBC Secondary Curriculum Specialist, and Dr. Larry Sale, Professor of Education, Gardner-Webb College, and chief consultant of the workshop.

The purpose of the workshop was fivefold: (1) to orient participants to Union County Schools' Career Based Curriculum Project; (2) to clarify and reinforce career education concepts; (3) to develop specific techniques for writing instructional units that correlate career education and academic subject areas of the curriculum; (4) to develop teaching strategies for incorporating career education concepts into the school curriculum; and (5) to provide academic teachers with an opportunity to participate in "hands-on" career exploratory activities in an Industrial Occupations Laboratory, a Service Occupations Laboratory, an Environmental Occupations Laboratory, a Business Occupations Laboratory, and a Career Information and Group Guidance Laboratory.

c. Secondary Inservice Education - A career orientation workshop was held at Sun Valley High School on October 1, at Parkwood High School on October 13, and at Forest Hills High School and Piedmont High School on November 1. During each of these workshops, a U. S. Office of Education career education film was shown and an overview of Union County Schools' Career Based Curriculum Project was presented. A question and answer period followed. In attendance at these workshops were the faculty members and administrators of the above listed high schools. The orientation programs were presented by the CBC project director and the CBC secondary curriculum specialist.

Mr. Preston Doyle, CBC curriculum specialist for the secondary schools of Union County, and Mr. Linwood Ward, Director of Occupational Education, Union County Schools, served a week's internship with the Division of Occupational Education, State Department of Public Instruction, Raleigh, North Carolina during the period November 18-22. Interns were provided an orientation to the various departments of the Division of Occupational Education (New Pioneers, Disadvantaged and Handicapped, Agriculture, Home Economics, Business and Office Education, Distributive Education, Health Occupations, Trade and Industrial Education, and Occupational Awareness and Exploration) and were updated on new teaching techniques and occupational resource material.

Additionally, the CBC central office staff of the Union County School System hosted a statewide workshop entitled "Individualized English Instruction" which was co-sponsored by the Division of Occupational Education and the Division of Languages of the North Carolina State Department of Public Instruction. The emphasis of the workshop was on presenting methods and techniques of individualizing instruction in high school English through career education. Professor R. Baird Shuman of Duke University and Dr. Denny T. Wolfe, Jr., Director, Division of Languages, N. C. State Department of Public Instruction, were the featured consultants at this workshop. In attendance at this workshop on December 9 and 10 were members of the English faculties of Forest Hills High School, Sun Valley High School, Piedmont High School, and Parkwood High School.

2. Visitation to Union County Schools' Career Based Curriculum Project by Miss Ellen Lyles - On October 29, Miss Ellen Lyles, Part D Program Officer, Region IV, U. S. Office of Education, Atlanta, Georgia, arrived in Union County for a three-day on-site visit of Union County's CBC Project. Her stay included visits to five project schools (Wingate Elementary, Waxhaw Elementary, East Union Middle, Western Union Middle, and Parkwood High); conferences with the CBC project staff, project school principals and teachers, and central office personnel of Union County Schools; and a press conference with representatives from the Union County news media. Recommendations made by Miss Ellen Lyles are now being incorporated into Union County Schools' CBC Project.

3. Visitations to other Career Education Projects - During November and December, the elementary and middle school CBC curriculum specialists, along with teachers and counselors from all project elementary schools and one project middle school, visited the Cliffside Elementary School Career Education Project in Rutherford County, North Carolina, to gather ideas for career related activities. The Cliffside Career Project provides career education activities for students in grades K - 8.

4. Curriculum Development - During October, November, and December, CBC curriculum specialists, working cooperatively with teachers and counselors in project elementary and middle schools, continued to develop career education curriculum units which interrelate career education concepts with academic disciplines. Specifically, six career education instructional units were developed during this quarter. A complete listing of the career units that have been developed thus far through the CBC Project and which are presently being field tested in project elementary and middle schools may be found in the Appendices.

   Additionally, the CBC project director, the director of secondary instruction, and the secondary curriculum specialist, working in conjunction with project principals and the curriculum committees of the four project high schools, have begun planning for the development of pilot career education programs which will be initiated in the project high schools in September, 1975. These pilot programs will represent an interdisciplinary approach to curriculum development that will involve the teaming of academic teachers with occupational education teachers.

Further, Mrs. Meg Murphy and Miss Barbara Carroway, curriculum consultants with the Division of Occupational Education, North Carolina State Department of Public Instruction, visited Union County Schools' CBC Project in December and assisted the CBC central office project staff in the evaluation and further development of its career units.

5. Field Trips and Resource People - Students from project elementary and middle schools became more aware of their communities during the second quarter of the CBC Project through field trips to a power plant, farms, post offices, television stations, local fire departments, police stations, historical sites, a highway patrol station, newspaper plants and offices, an airport, motels, a greenhouse, banks, school cafeterias, a packaging company, the county library, a planetarium, and the county sheriff's office.

   In turn, the following community resource people have visited in the classrooms of project schools to inform students of their careers: a postmaster, a cafeteria manager, a fireman, a swimming instructor, a representative of a packaging company, a construction worker, a county health nurse, a retired school teacher, a minister, a hard hat worker, a patrolman, a private nurse, a commercial artist, authors, a college professor, a home school coordinator, an elementary school counselor, a Naval Reserve Officer, a quilter, grocery managers, a ceramics store operator, an elementary school principal, a secretary, a woodworker, a jeweler, representatives from a brick and tile company, a highway safety inspector, a heavy equipment operator, an electrician, a plumber, a roofer, a brick mason, a teacher-grocery store owner, a newspaper reporter, a bank president, a health educator, a youth counselor, and an airplane pilot.

6. Guidance and Counseling Activities - An extensive program of guidance and counseling activities from kindergarten through grade twelve is underway in Union County Schools' Career Based Curriculum Project. At the elementary level, counselors have initiated a wide variety of activities to increase students' self and career awareness. These activities include group guidance, individual counseling, role playing, field trips, and arranging for resource people to visit students in schools.

   At the middle school level, counselors provide students with opportunities to have more in-depth exploratory experiences that are related to self-appraisal and an orientation to the world of work. These activities are closely correlated with the career exploratory "hands-on" activities that students experience in their career labs as well as with the activities of the regular classroom teacher. Specifically, students are provided opportunities to assess their abilities and interests and are assisted in determining goals and values and in entering into the decision making process through the use of interest inventories, field trips, achievement tests, group and private discussions, role playing, films, and filmstrips.

At the high school level, counselors, working closely with teachers, assist students in testing their self-concepts against the external reality of society and the world of work; in examining life styles associated with careers and in comparing those to their own social preferences; in reformulating their career hypotheses to incorporate changing interests, abilities, knowledge, and level of maturity since their initial hypotheses were formed; in increasing students' knowledge and experiences through work placements, occupational information, student-formed companies, and occupational education; in acquiring a knowledge of the educational and training requirements of the careers in which they are interested; in helping students acquire proficiency at realistic decision-making and in making tentative career decisions and plans toward reaching career objectives; in helping students in developing saleable skills; and in placing students leaving school in either a job, a post-secondary training program, or a college program. The concepts of self-awareness, self-esteem, values, decision making, family relationships, attitudes, and career orientation are also dealt with in specific units taught by high school cooperative office occupations and home economics teachers.

7. Significant Findings and Events - At the end of the second quarterly reporting period, implementation of Union County Schools' Career Based Curriculum Project is on schedule with the following significant findings and events noted:

   a. All teachers and administrators of the two project middle schools have participated in a three-day inservice workshop. As a result of this effort, local career education curriculum units have been developed for the middle grades and are now being implemented by teachers and counselors in the project middle schools.

   b. Teachers and administrators of the four project high schools have participated in career orientation workshops and as a result are planning for interdisciplinary pilot programs which will be initiated in September of 1975.

c. The CBC central office staff hosted a state-wide workshop in December which emphasized individualizing English instruction through career education activities.

d. Miss Ellen Lyles, Part D Program Officer, Region IV, U. S. Office of Education, Atlanta, Georgia, made an on-site visit to Union County's CBC Project in October.

e. "Career Days" for Union County high school students were held in December at Piedmont and Forest Hills High Schools. Career consultants spoke to students on the requirements of careers in fields ranging from radio and television to agriculture. Career areas were chosen on the basis of students' interests.

f. Mrs. Nell W. Clontz, home economics teacher at Piedmont High School, initiated a special project with her Family Living Class that involves a laboratory approach to marriage and family life. The project was "kicked-off" by having five student couples go through a mock wedding ceremony complete with reception. Mr. C. Billy Tyson, principal, served as the minister. During the first week of the project couples were required to find jobs; simulate securing shelter and transportation; work out a budget; and shop for health, home and auto insurance.

g. "Career Corners" have been set up in each project school library. Included in each "career corner" are career education curriculum units, books on careers for student reading, occupational briefs, and bibliographies of career education books, materials, and pamphlets that have been purchased through the Career Based Curriculum Project.

h. In December, Dr. Paul Hammack, Superintendent of Union County Schools, arranged for the County Commissioners and the Board of Education of Union County to tour the Kershaw County Career Center in Camden, South Carolina, and the Rock Hill Career Development Center in Rock Hill, South Carolina. County Commissioners making the tour included Mr. V. T. Helms, Chairman; Mr. Harry Myers, Vice-Chairman; Mr. Leston Hilton, Mr. Joe Hudson, and Mr. Roy Richardson. Board of Education members making the trip were Mrs. Edith E. Perry, Chairman; Mr. James L. Davis, Vice-Chairman; Mr. Nat Greene; and Mr. Leroy Rushing.

8. Problems - The implementation of Union County Schools' Career Based Curriculum Project continues to be on schedule with the exception that the projected completion date for Union County Schools' new Career Center has been changed from September, 1975, to September, 1976, due to a lack of funds necessary for the construction of the facility as originally planned. The Union County Board of Education is hopeful that the Union County Board of Commissioners will appropriate the necessary funds in the near future and that construction will be underway shortly.

9. Progress on Evaluation Plans and Procedures - As of the closing date of this report, the third party evaluator for Union County Schools' CBC Project has been selected and is being considered for approval by the Union County Board of Education.

10. Other Activities - Other activities in which CBC staff members, central office staff personnel, and project school personnel have participated during the second quarterly reporting period include the following:

    a. In November, the CBC project director attended the fall meeting of the South Carolina Vocational Directors Association in Lancaster and toured the Lancaster Vocational School.

    b. In December, the CBC project director, the CBC secondary curriculum specialist, the administrative assistant for personnel, and the director of occupational education for Union County Schools visited the J. Everett Light Career Center in Indianapolis, Indiana, to gather information for use in planning for Union County's proposed career center.

    c. The CBC Project Director and Mrs. Bobbie Brown, counselor at Piedmont High School, attended the 1974 fall workshop of the North Carolina Vocational Guidance Association, in Winston-Salem, which was co-sponsored by the Winston-Salem/Forsyth School System and the Employment Security Commission.

11. Future Activities - During the next quarter, emphasis will be placed upon the following activities:

    a. The development of pilot career education programs which will be implemented in the four project high schools beginning in September, 1975.

    b. The continued development of "career centers" in all project schools. Each "career center" will house the following: career books and pamphlets, career films and filmstrips, occupational briefs, career education curriculum units, and a professional career education library for teachers and administrators.

c. The continued development of career education instructional units and materials.

d. The continued evaluation and purchase of commercially prepared career education books and materials.

e. Visitations to other career education projects.

f. Student field trips to business and industry.

g. The development of community resource booklets.

h. Visitation of community resource people to students in project schools.

i. Articulation workshop with Central Piedmont Community College.

j. Further dissemination of information about Union County Schools' Career Based Curriculum Project through use of career education posters and bumper stickers.

THIRD QUARTER ACTIVITIES AND ACCOMPLISHMENTS

January 1, 1975 - March 31, 1975

1. Inservice Education - Inservice career education at the elementary, middle, and high school levels has continued during the third quarter of Union County's Career Based Curriculum Project.

   a. Elementary Inservice Education - On January 23, 1975, sixth grade CBC Project teachers attended a workshop on BREAD & BUTTERFLIES, a school television project in career development designed to help nine to twelve year old students explore the relationship between their lives and the world of work. The purpose of the workshop was to prepare these teachers to use the BREAD & BUTTERFLIES curriculum guides and television programs as tools for making career development an integral part of the instructional program.

   The series consists of fifteen programs, each fifteen minutes in length, and includes such goals as self-clarification, decision-making and planning skills, personal and interpersonal skills, respect for people and the work they do, successful work behavior, ability to relate immediate experiences to evolving career development, and ability to understand the relationship between academic studies and the problems and activities outside of school.

The elementary and middle school curriculum specialists presented an overview of the program--its purposes, structure, and scheduling--and gave the teachers additional information on group guidance techniques, development of self-concept, decision-making skills, and guidelines for use of the series.

The programs are currently being aired over the UNC-TV Network and will be evaluated by these teachers at the conclusion of the series.

An inservice career education program is currently being sponsored at Waxhaw Elementary School.

Consultants for the program are the CBC Project staff and Dr. Loretta Golden, Investigator, Frank Porter Graham Child Development Center, Chapel Hill, North Carolina. Participants have been involved in the development of career awareness materials such as games and learning activity packets; K-3 teachers have been oriented to the use of dramatic play in career awareness; and teachers have prepared outlines of their plans to infuse career awareness ideas into the current curriculum. Additionally, these teachers have provided excellent feedback to the CBC Project staff concerning current efforts to promote career education.

b. Middle School Inservice Education - On February 26, 1975, the CBC Project Staff sponsored a career education workshop for representative teachers from the elementary and middle project schools. Dr. Charles Hennigan, President of Education Achievement Corporation and featured consultant for the workshop, oriented participants to The Valuing Approach to Career Education, a career development program which has been purchased for use in CBC project schools. The program is affectively based and is designed to be taught as an integral part of the existing curriculum. Subject-matter correlations are provided for each lesson. The concepts included are:

(1) People work to satisfy many needs.
(2) Many work roles may satisfy a person's needs and interests.
(3) Everyone makes career decisions.
(4) Career development is a lifelong process.

(5) A person's work role is influenced by his environment.
(6) People are unique and should not be stereotyped according to their occupations.
(7) Work roles are interdependent.
(8) The status of an occupation should not indicate its worth to society.
(9) Technology brings about change in our society.
(10) Work roles for some may be leisure-time activities for others.

c. Secondary Inservice Education - An interdisciplinary pilot career education workshop involving automotive mechanic instructors, physics and mathematics teachers, and guidance counselors from Parkwood and Piedmont High Schools was held on March 6 and 7, 1975. The purpose of the workshop was to begin developing an interdisciplinary educational program course outline based on the Hoffman Occupational Learning Systems curriculum materials. The course is being designed to provide a trainee with the skills required to tune any internal combustion reciprocating engine commonly used in automobiles along with the practical mathematics and physics theories involved in the function of these engines. Outcomes of this initial workshop were a fused course outline involving the instructional areas of auto mechanics, mathematics and physics, plus a related guidance program which will undergird the entire program.

A similar pilot project effort was begun by the advertising, mathematics, art, journalism, English, social studies, and guidance personnel of Forest Hills High School. Their cross discipline planning will focus on the area of advertising but will incorporate theories and concepts of the other disciplines.

Initial efforts in developing a similar cross discipline educational program in the area of advertising/commercial art is also underway at Sun Valley High School. Job clustering and the importance of integrating career information into the curriculum is being stressed.

The Piedmont faculty and principal have begun plans for a pilot project utilizing the Ohio State Curriculum, The World of Work: Construction. The areas included in this project are: construction, carpentry, electricity, masonry, landscaping, mathematics, English, ICT, drafting, and guidance.

Mrs. Meg Murphy and Miss Barbara Carroway, Curriculum Consultants with the Division of Occupational Education, North Carolina State Department of Public Instruction, visited the Union County Schools' CBC Project on January 29, 1975, to assist the CBC staff in its continued evaluation and further development of career units.

2. Visitation to Other Career Education Projects - On February 18 and March 12, 1975, sixteen teachers from the elementary project schools visited B. Everette Jordan Elementary School in Alamance County, North Carolina. Barbara Tew, Principal, guided the tour of the school and explained methods used by her teachers to incorporate career awareness ideas in the total curriculum.

   On February 3 and 4, the CBC project director, the middle school curriculum specialist, and thirteen teachers and counselors from East Union and Western Union Middle Schools visited three middle schools in Alamance County to gather ideas for career related activities. These schools used a variety of methods to integrate the concept of career education into the total school curriculum.

3. Curriculum Development - CBC curriculum specialists have continued to work cooperatively with teachers and counselors to develop career education curriculum units which interrelate career education concepts with academic disciplines. Three career education instructional units have recently been developed for the elementary and middle schools: (1) Law Enforcement, 7-8; (2) Personality and Human Development, 6-8; and (3) City Government and Planning, 5-6. These units are being field tested in the CBC project schools. A complete listing of the career units that have been developed thus far through the CBC project may be found in the Appendices. Curriculum development efforts at the secondary level have been previously described.

4. Field Trips and Resource People - Students from project elementary and middle schools increased their knowledge of occupations in the community through field trips to a theater, a circus, a turkey hatchery, a dairy, a horse farm, a law enforcement center, the courthouse, a crystal shop, a merchandise show, a newspaper office, a publishing plant, greenhouses, garden centers, motels, textile manufacturing plants, historical travel centers, supermarkets, libraries, and a water purification plant.

   The following community resource people have visited the classrooms to tell students about their work roles, including occupational responsibilities, academic requirements, motivational factors, and human relations skills: a coin collector, wholesale food distributors, a bowling lane manager, representatives of the arts and crafts, a school nurse, a county health nurse, a rescue squad volunteer, a public works supervisor, an archaeologist, a policeman, a school bus supervisor, highway patrol officers, a vacuum cleaner salesman, a pastor's wife, a farmer, a banker, a reporter, a homemaker, a musician, and an engineer who worked in Africa.

5. Guidance and Counseling Activities - Guidance and counseling activities, K-12, continue to expand in depth and breadth. Concentrated efforts have resulted in the organization of more group activities, involving both total class groups and smaller interest and needs groups. Individual counseling, role playing, use of community agencies and resources, planning sessions with CBC personnel, school facilities, and PPS personnel are on-going activities.

   At the elementary level, counselors continue to communicate with both students and faculty about the objectives of the career education project. Preparation for and follow-up on field trips and use of community resources and resource people continue. Individualized and group activities on self-concept development, responsibility, evaluation of performance, and communication skills are developed and implemented.

   At the middle school level, counselors continue to provide students with opportunities to explore career choices, to relate careers to school subjects, and to make decisions based on self-knowledge of abilities and interests. Group activities also include the use of films and filmstrips, resource people, role playing, and field trips.

   At the high school level, a Career Day Program was planned and carried out within the individual high schools for all students, grades 9-12, providing an opportunity for students to talk with and listen to representatives from a wide variety of careers. Mini courses, "On Finding and Getting Jobs," as an example, are being planned and carried out by counselors. In-depth units on values, decision making, self-awareness and attitudes have been or are being developed in county-wide sharing and planning sessions. Counselors are actively involved in the CBC pilot program planning within each of the high schools in conjunction with the CBC staff and local school planning teams.

   The counselors themselves, at all levels, have participated in growth experiences through a Chamber of Commerce sponsored tour of industries, an articulation workshop at Central Piedmont Community College, an in-service workshop centered around the basic concepts of two books, Teacher Effectiveness Training and Parent Effectiveness Training, both by Thomas Gordan. This inservice workshop was held at night for a total of twenty-four (24) hours of training. Communication with and referral to community agencies such as Department of Social Services, Public Health Department, Mental Health Clinic and many others provide a support service over and beyond that available within the schools.

Other opportunities for counselor growth include a William Glasser workshop in Charlotte on Reality Therapy, a Human Relations seminar by the State Department of Public Instruction in Monroe, a workshop at the North Carolina Advancement School on "Listening" and "Peer Counseling," at Pheiffer College a workshop on "Dealing with Aggressive Behavior" and "The New Model Me." Those counselors who attended these sessions returned to share with all Pupil Personnel Services personnel the information and materials obtained.

6. Significant Findings and Events - At the end of the third quarterly reporting period, implementation of Union County Schools' Career Based Curriculum Project continues to be on schedule with the following significant findings and events noted:
   a. Each project school library now contains a "career corner" which houses career books and pamphlets, career films and filmstrips, occupational briefs, career education curriculum units, and a professional career education library for teachers and administrators.

   b. The CBC Project Staff and members of the Occupational Advisory Council were among guests who viewed the total school program, including the Career Exploration Program, of East Union Middle School on February 5 and 11.

   c. A Counselors' career articulation workshop was cooperatively sponsored by Central Piedmont Community College and the Union County School System on February 12, 1975. The workshop, held on Central Piedmont's campus, provided workshop participants with an opportunity to become updated on post-secondary career training opportunities.

   d. Career Center Committee Members and Occupational Advisory Committee Members toured the Kershaw County Vocational Center in Camden, South Carolina, on February 17 and March 21 to gain information relative to the planning of the Union County Career

Center. Dr. Gil Woolard serves as director of the Camden Center.

e. Miss Ellen Lyles, Part D Program Officer, Region IV, U. S. Office of Education, Atlanta, Georgia, visited the Union County Career Based Curriculum Project on February 18, 1975, for the purpose of discussing plans for pilot career education projects to be initiated at the secondary level.

f. A "career day" for Parkwood High School students was held on February 20. Career consultants representing twenty-nine different career fields participated in the program which was held on the school campus.

g. Community Resource Booklets listing businesses and industries available for field trip visitations and resource persons available for classroom career education programs were developed by the teachers and counselors of each project school.

h. The Union County Chamber of Commerce sponsored a business and industry tour for science teachers and guidance counselors of Union County Schools on March 3, 1975. Industries visited were Holly Farms, Alisa Mills, Eaton Corporation, Allvac, Springs Mills, Armour, Teledyne Titanium, Charlotte Plastics, and Central Soya.

i. The organizational meeting of Union County Career Center Committee Members was held on March 4, 1975, at Forest Hills High School. Committee members assisted School Board Members and Central Office Staff members in the evaluation of Union County's Career Center plans.

j. Dr. John Moore, CBC Project Director, provided national recognition for Union County Schools' Career Based Curriculum Project through a presentation made at the national meeting of the Association for Supervision and Curriculum Development in New Orleans on March 17.

7. Problems - The implementation of Union County Schools' Career Based Curriculum Project continues to be on schedule with the exception that the projected completion date for the Union County Schools' new Career Center has been changed from September, 1975, to September, 1976.

8. Progress on Evaluation Plans and Procedures - The School of Education of North Carolina State University at Raleigh has been selected to be the third-party team of evaluators for the CBC Project.

9. Other Activities - Other activities in which CBC staff members, central office staff personnel, and project school personnel have participated during the third quarterly reporting period include the following:
    a. Kate Faulkner and Gail Latham, CBC Curriculum Specialists, represented Union County Schools at the Career Education National Forum in Columbus, Ohio, March 19-21.

    b. The CBC Project Director attended the National Coordinating Conference for Administrators of Part D Programs in Dallas, Texas, January 27-30.

10. Future Activities - During the next quarter, emphasis will be placed upon the following activities:

    a. The continued development of pilot career education programs which will be implemented in the four project high schools beginning in September, 1975.

    b. The continued development of "career centers" in all project schools. Each "career center" will house the following: career books and pamphlets, career films and filmstrips, occupational briefs, career education curriculum units, and a professional career education library for teachers, counselors, and administrators.

    c. The continued development of career education instructional units and materials.

    d. Evaluation of career education instructional units developed by CBC project staff and teachers.

    e. The continued evaluation and purchase of commercially prepared career education books and materials.

    f. Visitations to other career education projects.

    g. Student field trips to business and industry.

    h. Visitation of community resource people to students in project schools.

    i. Evaluation of CBC Project by the Third Party Evaluators.

    j. On site visit in May to CBC Project by Miss Ellen Lyles Part D Program Officer, Region IV, U. S. Office of Education, Atlanta, Georgia.

    k. Continued inservice education.

l. Continued dissemination of information about Union County Schools' Career Based Curriculum Project.

m. Development of plans for 1975-76 CBC Project activities.

Fourth Quarter Activities and Accomplishments
April 1, 1975 - June 30, 1975

1. Inservice Education and Curriculum Development Activities - The following inservice and curriculum development activities took place during the third quarterly reporting period of Union County's Career Based Curriculum Project.

a. Elementary and Middle School Level - Mr. Harvey Nesbit, Principal, Waxhaw Elementary School, and his faculty, along with Gail Latham, CBC Elementary Curriculum Specialist, held weekly inservice meetings for the purpose of developing curriculum materials that integrate career education concepts into concepts found in State adopted textbooks.

The Career Based Curriculum Specialists have also continued working cooperatively with other teachers and counselors of the project elementary schools to develop two new career education curriculum units entitled "County Government" and "City Government and Planning." Both units have now been placed in all project elementary and middle schools for use by classroom teachers. A complete listing of the career units that have been developed through Union County's CBC Project can be found in Appendix C . Additionally, the "Toys and Dolls Unit" of the King Features' People At Work Series has been placed in the media center for use by project teachers. This unit will assist students in developing an understanding of the design, manufacture, distribution, and utilization of a product in sequential order.

b. Secondary Level - On April 21, 1975, a follow-up interdisciplinary pilot workshop involving the automotive mechanic instructors, the physics and math instructors, and the guidance personnel from Parkwood and Piedmont High Schools was held in the Union County School Media Center. The workshop focused on the continued development of an interdisciplinary program course outline to be used in implementing pilot career education programs in the fall of 1975. Following this workshop, the CBC secondary curriculum specialist held further training and workshop sessions with teachers and guidance personnel from the four project high schools which culminated in the development of the following interdisciplinary career education programs: "Auto-Mechanics/Physics Mathematics", "The World of Work: Construction", and "Advertising, Journalism, Social Studies, Guidance, Mathematics, Art."

c. Inservice Education Survey - During May, 1975, the CBC Project staff surveyed project elementary and middle school teachers and principals to determine areas of interest and need for future career education inservice programs. Respondents indicated an interest for inservice in the following areas: the teaching of reading through Career Education; the teaching of science through Career Education; the teaching of math through Career Education; the teaching of social studies through Career Education; guidance activities through Career Education.

2. Chamber of Commerce Involvement - Mr. Frank Maness, Chairman of the Education Committee of the Monroe-Union County Chamber of Commerce, met with Chamber Executive Vice-President Nat Greene and Committee Member Dr. John Moore to evaluate a previously Chamber-sponsored business and industry tour for science teachers and guidance counselors. Tour participants' suggestions were taken into consideration for planning similar tours during the next school year.

3. Piedmont High Eighth Grade Orientation Program - A comprehensive eighth grade orientation program sponsored by Piedmont High School for rising ninth graders was implemented during the spring. Meeting with the guidance counselors from feeder schools, Mr. C. Billy Tyson, Principal of Piedmont High School, and his counseling staff acquainted feeder school counselors with Piedmont's Program of Studies Handbook and made orientation plans. Later, members of Piedmont's staff and student body visited feeder schools and acquainted eighth grade students with ninth grade course offerings and talked about what it is like to be a student at Piedmont High. Interest surveys were then completed by students and returned to Piedmont High for the formulation of a master schedule. An open house for rising ninth graders and their parents was then held at Piedmont High for further discussion of the school's curriculum, its guidance program, and other school activities. A return trip to the feeder schools by Piedmont's guidance counselors was made to distribute master schedules and provide further information for final registration day. Rising ninth graders then returned to Piedmont High where they registered for their ninth grade program of studies.

4. Prospective Employees Interviewed for Career Center - The CBC Director and the Director of Personnel for Union County Schools continued to interview prospective employees for Union County's Career Center which is scheduled to open in September, 1976.

5. Occupational Research Conference - Mr. Preston Doyle, CBC Secondary Curriculum Specialist, represented the CBC Project Staff at the first Statewide Occupational Education Research Dissemination Conference held at the Royal Villa Motor Inn in Raleigh, on April 23-25. The conference, sponsored and planned by the Occupational Research Unit of the State Department of Public Instruction, had as its primary purpose the sharing of information and products which had been derived from 18 research and development projects since 1971.

6. IBM Workshop - The CBC Staff attended the IBM Education Workshop on "Word Processing" in the Union County Schools' Media Center on April 25 to become updated in the latest business office practices.

7. Proposed CBC Project Budget Presented - The proposed budget for Union County's Career Based Curriculum Project for 1975-76 was presented to the Union County Board of Education on May 5, 1975, by Dr. John Moore, CBC Project Director. The Board of Education unanimously approved the proposed budget which was subsequently approved by the Regional Office of the U. S. Office of Education in Atlanta, Georgia.

8. Field Trips and Resource People - CBC Project schools continued to provide opportunities for students to increase their knowledge of occupations through field trips and by having resource people visit in classrooms and tell students what they do for a living. One field trip sponsored by Mrs. Jo Ann Helms and Mr. Ben Williams, Career Exploration teachers at East Union Middle School, afforded middle grade students an opportunity to visit the Southern Living Show at the Merchandise Mart in Charlotte, North Carolina. Gardens, crafts, an orchid show, designer rooms, fashions, gardener's marketplace, clinics, lawn and garden equipment, and travel and recreation were areas on display. Many types of jobs were demonstrated and pointed out by businesses, industries, clubs, and individuals. Students were able to see firsthand some of the same activities being done commercially that they performed in the career labs of their school.

9. U. S. O. E. Program Officer and State Department Official Make On-Site Visit to CBC Project - Dr. John R. Lovegrove, Program Officer, Region IV, U. S. Office of Education, Atlanta, Georgia, and Mr. Vaden Hairr, Assistant Director, Division of Occupational Education, State Department of Public Instruction, Raleigh, made an on-site visit to Union County's Career Based Curriculum Project on May 22 and 23. Dr. Lovegrove and Mr. Hairr visited Waxhaw Elementary School, East Union Middle School, and Piedmont High School and met with the principals and selected staff members from these schools. Additionally, Dr. Lovegrove

and Mr. Hairr met with the Career Based Curriculum Project Staff; Dr. Hammack and other members of the Central Office Staff; Mrs. Edith Perry and Mr. Nat Greene of the Union County Board of Education; Mr. Frank Maness, Plant Manager, Central Soya Corporation; and Mr. Otto Lockey, Vice-President for Continuing Education, Central Piedmont Community College. Both officials were complimentary of the progress that had been made during the past school year.

10. Professional Advisory Council Hears CBC Report - On May 26, 1975, the Professional Advisory Council of the Union County School System heard a report from the CBC Project Staff and teachers from all project schools concerning the career education activities that have been ongoing during the past school year. Teachers reporting were Frances Crooke and Myzell Fletcher, Wingate Elementary School; Susan Birch, Unionville Elementary School; Catherine Heath, Waxhaw Elementary School; Catherine Perry, Indian Trail Elementary School; Marcus Sutton, East Union Middle School; Judy Griffin, Western Union Middle School; Jerry Davis, Forest Hills High School; John Bivens, Parkwood High School; Janette Trull, Piedmont High School; and Elizabeth Redfern, Sun Valley High School.

11. Board Approves Career Center Plans - The Union County Board of Education gave final approval to the architect's plans for the new Union County Career Center on June 2, 1975.

12. Visitation of Other Career Education Projects - Union County's Career Based Curriculum Project Director visited the State of Florida Career Education Consortium headquartered in Bradenton on June 3 and 4 where he was hosted by Dr. Virginia Bert, Director, Division of Vocational Research and Evaluation, Florida State Department of Education and Dr. Jim Selman, Project Manager for the Florida Consortium, and his staff. Consortium members include Manatee Junior College, and the University of South Florida. Many exciting career education activities were being implemented by consortium members whose primary purpose is to develop a highly articulated K-University comprehensive educational program model whereby career development experiences can serve as the vehicle for teaching academic skills.

13. Progress on Evaluation Plans and Procedures - On April 10, 1975 a third-party evaluation team headed by Dr. Jim Davies, School of Education, North Carolina State University, spent the day testing third, sixth and seventh grade students in CBC Project and Control Schools. Myrna Hilton, Director of Pupil Personnel Services, Union County Schools, coordinated the testing program and was assisted by Union County School counselors and all members of the Career Based Curriculum Staff.

On May 5, 1975, Dr. Davies made a presentation to the Union County Board of Education concerning the evaluation procedures that would be used by the N. C. State Third Party Evaluation Team in evaluating Union County's Career Based Curriculum Project. The results of the third-party evaluation will be presented to the Board of Education during its first meeting in July, 1975, by Dr. Barbara Parramore, Co-director of Third Party Evaluation.

Additionally, Dr. Walter Cox, the other Co-director of Third-Party Evaluation, accompanied an on-site evaluation team to Union County on May 11 and 12 for the purpose of evaluating the extent to which the process objectives of Union County's Career Based Curriculum Project had been achieved. Members of the on-site team included Dr. Farmer Smith, Dr. Texton Miller, and Mrs. Toni Patterson, School of Education, North Carolina State University, and Mrs. Rachael Cline, Supervisor, Caldwell County Schools. Dr. Cox presented an overview of the on-site evaluation process to the following members of the Union County School System: Dr. Paul Hammack, Superintendent; Mrs. Myrna Hilton, Director of Pupil Personnel Services; and Dr. John Moore, CBC Project Director.

14. Dissemination Activities - Information concerning Union County's Career Based Curriculum Project has continued to be disseminated through local and state newspapers, U. S. Office of Education Publications, public appearances of the CBC Project Director and his staff, and through national distribution of its quarterly reports.

Public appearances of the Project Director and his staff have included presentations before civic clubs; church groups; local, state, and national educational professional associations; and parent-teacher organizations.

15. Future Activities - During the next quarter, emphasis will be place upon the following activities:

1. Development of plans for the 1975-76 school year.
2. Continued inservice education for project school teachers.
3. Evaluation of career education instructional units developed by CBC project staff and teachers.
4. The implementation of pilot career education programs at the secondary level.

H. Major Activities and Accomplishments - July 1, 1975 - June 30, 1976 - The major activities and accomplishments of Union County's Career Based Curriculum Project for the yearly period July 1, 1975 - June 30, 1976, are presented below in quarterly periods to show the continuous implementation of project activities within specified time frames.

1. Fifth Quarter Activities and Accomplishments - July 1, 1975 - September 30, 1975.

a. Inservice Education - During the fifth quarter of Union County's Career Based Curriculum Project, the CBC project staff planned and coordinated activities that resulted in the following inservice workshops that were designed to assist teachers in the further implementation of the County's career education program:

(1) Career Education Planning Workshop - On August 12-13, 1975, a career education planning workshop involving the principals, counselors, and representative teachers from all ten CBC Project Schools was held in the Multi-Purpose Room of the Union County Courthouse. Dr. Barbara Parramore and Dr. Joe Clary, third-party evaluators from N. C. State University, and Mr. Jesse Clemmons, Consultant, State Department of Public Instruction, assisted workshop participants in reviewing and formulating CBC objectives for the 1975-76 school year. Additionally, Dr. Barbara Parramore presented an overview of the Third-Party Evaluation Report.

(2) CBC Staff Workshop - The CBC Central Office Staff received inservice education in the use of "Careers: A Supplemental Reading Program" on August 19, 1975. Mr. Mel Means, Sales Representative, and Miss Laura Phillips, Educational Consultant, of Harcourt Brace Jovanovich, Inc. were the workshop consultants.

(3) Elementary Inservice Education - A one-day career education workshop was held for the faculty of Indian Trail Elementary School on August 28, 1975. Dr. Larry Sale, Professor of Education, Gardner-Webb College, was the featured consultant for the workshop which was entitled "The

Teaching of Language Arts Through Career Education." Workshop objectives were aimed at assisting each participant in the following:

(a) conducting a personal inventory of current and emerging language arts concepts and skills relative to elementary school children.

(b) conducting a personal inventory of current and emerging career education concepts relative to elementary school children.

(c) developing teaching strategies and instructional materials designed to interrelate language arts and career education experiences appropriate for elementary school children.

(4) Middle School Inservice Education - A three-day middle school career education workshop was held for East Union and Parkwood Middle School Career Exploration Teachers on August 21 - August 23 at East Union Middle School. The first two days of the workshop featured Dr. Pete Olive of the Southwest Iowa Learning Resources Center, Red Oak, Iowa, who instructed workshop participants in the use of "Project Discovery" curriculum materials that were especially designed for use in career exploration labs. The third day of the workshop featured Dr. Douglas Bryant, School of Education, North Carolina State University, who focused upon "Curriculum Development Using the Cluster Concept Approach."

b. Guidance and Counseling Activities - An extensive program of guidance and counseling activities from kindergarten through grade twelve was continued in Union County Schools' Career Based Curriculum Project. At the elementary level, counselors have initiated a wide variety of activities to increase students' self and career awareness. These activities include group guidance, individual counseling, role playing, field trips, and arranging for resource people to visit students in schools.

At the middle school level, counselors provide students with opportunities to have more in-depth exploratory experiences that are related to self-appraisal and an orientation to the world of work. These activities are closely correlated with the career exploratory "hands-on" activities of the regular classroom teacher. Specifically, students are provided opportunities to assess their abilities and interests and are assisted in determining goals and values and in entering into the decision making process through the use of interest inventories, field trips, achievement tests, group and private discussions, role playing, films and filmstrips.

At the high school level, counselors, working closely with teachers, assist students in testing their self-concept against the external reality of society and the world of work; in examining life styles associated with careers and in comparing those to their own social preferences; in reformulating their career hypotheses to incorporate changing interests, abilities, knowledge, and level of maturity since their initial hypotheses were formed; in increasing students' knowledge and experiences through work placement, occupational information, student-formed companies, and occupational education; in acquiring a knowledge of the educational and training requirements of the careers in which they are interested; in helping students acquire proficiency at realistic decision-making and in making tentative career decisions and plans toward reaching career ojectives; in helping students in developing saleable skills; and in placing students leaving school in either a job, a post secondary training program, or a college program. The concepts of self-awareness, self-esteem, values, decision making, family relationships, attitudes, and career orientation are also dealt with in specific units taught by high school cooperative office occupations and home economics teachers.

c. In-School Activities Involving CBC Curriculum Specialists and Project School Staffs -

(1) Elementary Level - During August and September, the elementary curriculum specialist has been working with teachers and administrators in the four project schools, visiting each school two days consecutively on a rotating basis.

Through regularly scheduled planning sessions, she has worked with teachers, principals, and counselors to select and utilize materials, obtain resource persons, schedule field trips, establish learning centers, and plan activities to promote awareness of self and careers.

Additionally, she has attempted to make career education materials readily available to students and teachers. Working with the librarians, she has established a career information center in each elementary project school which contains career awareness displays, work briefs, career dictionaries and reference materials, and a career listening center. A list of the career awareness materials in each project school has been prepared to assist teachers in planning.

The curriculum specialist has also created bulletin boards to increase the students' awareness of the concept of careers, prepared activity sheets which serve to correlate career awareness with academic studies, surveyed library books and prepared suggestions for correlating independent reading with career activities, and instructed teachers on the use of commercially prepared materials.

She is currently engaged in the organization of committees at each of the project schools for the purpose of evaluating and selecting materials for the career awareness program.

(2) Middle Grade Level - At this level, the middle school curriculum specialist has been working with both the academic teachers and the career exploration teachers of East Union and Parkwood Middle Schools in assisting them in integrating career education concepts into their respective discipline areas. More specifically, she has helped teachers create bulletin boards depicting career education concepts; planned field trips with teachers to the following

places: newspaper office, post office, Union County Courthouse, an organic farm in Anson County, the Knight Publishing Company of Charlotte, and the Monroe Water Filtering Plant; provided inservice education for sixth, seventh, and eighth grade language arts teachers in the use of a supplemental reading program; and assisted classroom teachers with self-awareness activities. Additionally, she made arrangements for an attorney and a radio disc jockey to speak to language arts teachers on the importance of English in careers.

(3) Secondary Level - The secondary curriculum specialist has met with high school principals and guidance counselors to discuss her role in the development of a career based curriculum and the approach to be employed in each high school to insure that CBC objectives are realized. Among other details discussed were agendas for departmental meetings; placement of CBC materials for maximum accessibility; and forms for documenting requests for assistance, visitations in classrooms, and departmental meetings. She is now in the process of conducting a meeting with each department in each of the secondary schools. In each meeting she is stressing, specifically, how that area can be related to career education and, generally, how she can be of assistance to teachers in implementing career education concepts in their classes. She is already involved in assisting teachers in obtaining career education materials, in locating resource speakers, in arranging field trips, and in formulating lesson plans in which career education concepts are integrated with academic subject matter. She is also meeting with pilot team members in each of the high schools to plan activities for the year.

d. Third-Party Evaluators' Visit - Third-party evaluators Dr. Walter Cox and Dr. Joe Clary of N. C. State University, assisted by the CBC Elementary and Middle School Specialists, visited with the faculties of the four project elementary schools and the two project middle schools on August 21, 1975, to review the 1974-75 Third-Party Evaluation Report and to orient project teachers in the use of third-party evaluation report forms.

e. Workshop Planning Sessions - In August the CBC Project Staff met with Jake Brown and Bill Spooner, State Department Science Consultants, to plan for elementary, middle grade, and secondary career education inservice workshops, which are scheduled to be held on October 20 and 21.

In September the CBC Project Staff met with State Department Consultants, Betty Moore and Sue Scott, and with Carolyn Hutchins, Helping Teacher with the Charlotte-Mecklenburg School System. The purpose of the meeting was to plan a series of inservice workshops for fourth, fifth, and sixth grade project school teachers on the implementation of the "Bread and Butterflies Career Development Program." These workshops are scheduled to be conducted on November 19, 20, and 24.

Additional planning by the CBC Director and the secondary curriculum specialist has culminated in the scheduling of a workshop designed to familiarize English and language arts teachers with creative dramatics as a method for teaching career education concepts. Dr. R. Baird Shuman, Professor of Education, Duke University, will be the featured consultant for the workshop, which is to be held on Wednesday, November 12, 1975.

Also, planning efforts have resulted in the scheduling of two career education language arts workshops for elementary project school teachers on October 17 and November 7. Conducting these workshops will be Dr. Larry Sale, Professor of Education, Gardner-Webb College.

f. Orientation Sessions - The CBC Project director conducted a career education orientation session with the Sun Valley High School faculty on August 26. Also in August, the CBC director and the middle grade and secondary curriculum specialists provided new middle school teachers with an overview of Union County's CBC Project and acquainted them with objectives for the coming year.

g. Equipment Purchased - No equipment was purchased during the fifth quarter of the CBC Project.

h. Significant Findings - The end of the fifth quarterly reporting period finds the implementation of Union County's Career Based Curriculum Project on schedule with the following significant findings noted:

(1) Four inservice education workshops have been successfully completed for CBC project teachers and staff.

(2) Six additional inservice education workshops have been planned and scheduled for the sixth quarter of the CBC Project.

(3) CBC counselors are continuing to provide individual and group guidance activities at the elementary, middle grade, and secondary levels.

(4) The four county high schools have now joined the four elementary project schools and the two middle project schools as full-fledged participants in the Union County Career Based Curriculum Project.

(5) Teachers at all grade levels have now begun to implement career education concepts in their classrooms.

i. Significant Events - Significant events which have taken place during the fifth quarterly reporting period include the following:

(1) The ground breaking ceremony for Union County's new $1,900,000 Career Center was held Friday, August 8, 1975. The Career Center, located off N. C. 200 just south of the Monroe City Limits, is scheduled to be open for classes in September, 1976. Participating in the ceremony were Mrs. Edith Perry, Union County School Board Chairman; Mr. Nat Greene, Union County School Board Member; Dr. B. Paul Hammack, Superintendent of Union County Schools; Mr. Harold Funderburk, Associate Superintendent, Union County Schools; Mr. Linwood Ward, Director of Occupational Education, Union County Schools; Mr. Herschel Walters, Career Center architect; and Dr. John Moore, Director of the Union County Career Center. The highlight of the proceedings was Mrs. Perry's dynamic address.

(2) Judy Bowling, second grade teacher at Unionville Elementary School, was selected as one of twelve participants from throughout the United States to represent teachers in a K-3 career education mini-conference, which was held at the Center for Vocational Education, The Ohio State University, in Columbus, Ohio. The purpose of the mini-conference was to discuss the scope, sequence, and content of career education for grades K-3.

(3) Gwen Baucom, Guidance Counselor at Forest Hills High School, sponsored a career panel consisting of professionals from the community, who discussed various considerations in choosing careers. The panel discussion was video-taped and shown to all home economics classes at Forest Hills High School.

(4) Dr. John Moore, CBC Project Director, and Kate Faulkner, Middle School Curriculum Specialist, attended the North Carolina Occupational Education Staff Development Conference in Greensboro, North Carolina, on August 6 and 7, 1975.

(5) Dr. John Moore, CBC Project Director, and Pat Turner, Business Office Education Teacher at Forest Hills High School, attended a three-day "Business Education Word Processing Seminar" sponsored by IBM Charlotte on July 8, 9, and 10.

j. Problems - Implementation of Union County's Career Based Curriculum Project continues to be on schedule with no present complications.

k. Dissemination - Information concerning Union County Schools' CBC Project has been disseminated through local and state newspapers, U. S. Office of Education Publications, public appearances of the CBC Project director and his staff, and through the state and national distribution of its four previous reports.

Public appearances of the project director and his staff have included presentations before civic clubs, church groups, and parent-teacher organizations.

l. Data Collection - None for the present school year.

m. Evaluations Plans and Procedures - The School of Education, North Carolina State University, has again been selected to be the third-party evaluator of Union County's Career Based Curriculum Project for the 1975-76 school year. It has formulated a comprehensive plan of data collection to measure student academic achievement, attitudinal change, and the understanding of career education concepts.

n. Staff Utilization - There are eleven CBC staff members who are presently serving in various roles as outlined previously in this report.

o. Future Activities - During the next quarter, emphasis will be placed upon the following activities:

(1) Successful implementation of the inservice workshops cited previously in the section "Major Activities and Accomplishments."

(2) The continued development of career resource centers in all project schools. Each career resource center will house the following: career books and pamphlets, career films and filmstrips, occupational briefs, career education curriculum units, and a professional career education library for teachers and administrators.

(3) The continued development of career education instructional units and materials.

(4) The continued evaluation and purchase of commercially prepared career education books and materials.

(5) Visitations to other career education projects.

(6) Student field trips to business and industry.

(7) The development of community resource booklets.

(8) Visitation of community resource people to students in project schools.

(9) Further dissemination of information about Union County Schools' Career Based Curriculum Project through the use of career education posters and bumper stickers.

2. Sixth Quarter Activities and Accomplishments - October 1, 1975 - December 31, 1975.

a. Inservice Education - During the sixth quarter of Union County's Career Based Curriculum Project, the CBC Project Staff planned and coordinated activities that resulted in the following inservice workshops that were designed to assist teachers and administrators in the further implementation of the County's career education program.

On October 17 and November 7, 1975, Dr. Larry Sale, Professor of Education, Gardner-Webb College, was the featured consultant for two one-day career education workshops which were entitled "The Teaching of Language Arts Through Career Education." The October workshop was held for the faculty of Unionville Elementary School while the November workshop involved the faculties of both Waxhaw and Wingate Elementary Schools. Workshop objectives were aimed at assisting participants in the following:

(1) conducting a personal inventory of current and emerging language arts concepts and skills relative to elementary school children.

(2) conducting a personal inventory of current and emerging career education concepts relative to elementary school children.

(3) developing teaching strategies and instructional materials designed to interrelate language arts and career education experiences appropriate for elementary school children.

On October 20 and 21, 1975, Mr. Bill Spooner and Mr. Jake Brown, science consultants with the North Carolina State Department of Public Instruction, conducted three workshops for all CBC science teachers in grades 1 - 3, 4 - 6, and 7 - 12, respectively. Participants were brought up to date concerning modern trends in elementary and secondary science. The processes of experimenting, hypothesizing, inferring, investigating, measuring, observing, predicting, reaching conclusions, questioning, testing, and thinking which scientists use in their work-a-day world activities were stressed as being equally important for instructional personnel to use in the teaching of science as opposed to the traditional "textbook" method of teaching. "Hands on" activities illustrating the use of these processes in the classroom were provided for all participants. The goals of scientific literacy, intellectual development, rational decision making, and favorable attitudes toward science and scientific careers were also discussed.

An additional career education inservice workshop was held on November 12, 1975, for the language arts teachers from East Union and Parkwood Middle Schools and for all English teachers, grades 9 - 12, from the four project high schools - Forest Hills, Piedmont, Parkwood, and Sun Valley. Dr. R. Baird Shuman, Professor of English Education, Duke University, was the featured consultant for the workshop. Dr. Shuman centered his workshop around creative dramatics as an effective medium for implementing career education concepts into the language arts-English curriculum. The highlight of the workshop was a creative dramatics demonstration involving Dr. Shuman and sixteen students from the four project high schools. An analysis of the creative dramatics demonstration followed and was most instructive. Teachers attending the meeting also participated in activities that were designed to illustrate the vocational and career aspects of instruction in reading and composition.

Further, November 19, 20, and 24, 1975, were the respective dates for three inservice education workshops held to assist fourth, fifth, and sixth grade project teachers in the implementation of the "Bread and Butterflies" career development program. The B & B program, directed toward students nine to twelve years of age, involves the use of fifteen, 15-minute color films plus a comprehensive teacher's curriculum guide that provides the teacher with suggested activities that enable students to apply their academic knowledge and skills to the kinds of problems found in the outside world. In addition to offering alternative strategies for teaching basic skills, these activities also introduce the student to the world of technology. More specifically, students will be exposed to units on Self-Independence and the Economic System; Why People Work; Self-Clarification; Decision Making; Relationship Among School, Work and Society; The Responsible Self; Interpersonal Skills; What Is Success; Life Styles; Shaping

One's Destiny; and People at Work. Featured Consultants for the workshops were Mrs. Betty Moore, Consultant, Division of Exceptional Children, State Department of Public Instruction; Miss Sue Scott, Consultant, Division of Educational Media, State Department of Public Instruction; Mrs. Carolyn Hutchins, Helping Teacher, Charlotte Mecklenburg School System; and Mmes. Gail Latham, Kate Faulkner, and Karen Williams, Curriculum Specialists for Union County's Career Based Curriculum Project. Workshop participants viewed demonstration sessions and explored techniques regarding utilization of the "Bread and Butterflies" film series; and participated in activities designed to correlate career education concepts with the various subject matter areas at the elementary and intermediate level.

b. Guidance and Counseling Activities - An extensive program of guidance and counseling activities from kindergarten through grade twelve is continuing in Union County Schools' Career Based Curriculum Project. At the elementary level, counselors have initiated a wide variety of activities to increase students' self and career awareness. These activities include group guidance, individual counseling, role playing, field trips, and arranging for resource people to visit students in schools.

At the middle school level, counselors provide students with opportunities to have more in-depth exploratory experiences that are related to self-appraisal and an orientation to the world of work. These activities are closely correlated with the career exploratory "hands-on" activities that students experience in their career labs as well as with the activities of the regular classroom teacher. Specifically, students are provided opportunities to assess their abilities and interests and are assisted in determining goals and values and in entering into the decision making process through the use of interest inventories, field trips, achievement tests, group and private discussions, role playing, films, and filmstrips.

At the high school level, counselors and teachers cooperatively assist students in examining their self-concepts against the external reality of society and the world of work; in exploring life styles associated with careers and in comparing those to their own social preferences; in reassessing their career hypotheses to incorporate changing interests, abilities, knowledge, and levels of maturity since their initial hypotheses were formed; in increasing students' knowledge and experiences through work, occupational information and occupational education; in acquiring a knowledge of the educational and training requirements of the careers in which they are interested; in helping students work toward proficiency at realistic decision-making and in making tentative career decisions and plans toward reaching career skills, and informing students about opportunities for continuing education. The concepts of self-awareness, self-esteem, values, decision making, family relationships, attitudes, and career orientation are also dealt with by individual departments within the high school.

c. In-School Activities Involving CBC Curriculm Specialists and Project School Staffs -

(1) Elementary Level - The elementary curriculum specialist has continued to work with teachers, principals, and counselors in planning activities to correlate career awareness with the academic curriculum. Teaching methods have included the utilization of curriculum units, which include the elements of class discussion, role-playing, supplemental reading and research, subject matter tie-in, surveys of occupations in the community, interest surveys, interviews with workers, and hands-on activities. In addition, teachers have utilized commercially prepared materials, learning centers, and a variety of informal activities. Special events to promote the awareness of work roles have included hobby days in which children learn to distinguish between full time and leisure activities and "Careers on Parade," a dress-up activity sponsored by Waxhaw School, in which children dressed according to chosen work roles and reported to the class on their responsibilities.

The curriculum specialist has continued to meet with teachers to assist in the selection of materials. All materials are previewed by the selection committee before individual purchases are made. Student as well as teacher reactions are sought in the total evaluation.

The specialist has acted as a facilitator of career awareness activities supplying teachers with ideas and materials, orienting teachers to new materials, providing outlines of career awareness activities for individual subject areas, contacting and briefing resource persons, arranging for appropriate field trips, and providing demonstration lessons on request.

Parents and other community members have participated in the total learning experience by visiting the classrooms to share information on such work roles as: school principal, media specialist, nurse, county nurse, county health educator, construction superintendent, minister, fireman, fire chief, fire marshal, curriculum specialist, pulpwood producer, forester (and Smokey the Bear), ecologist, mayor, guidance counselor, college swimming instructor, children's librarian, telephone worker, manager of a packaging company, prison program assistant, ballet teacher, patrolman, custodian, architect, craft teacher, potter, artist, scientist, and puppeteer.

The classroom has been expanded into the community through field trips to fire departments, the police department, the airport, the school grounds, ballets, a bowling alley, school construction and demolition sites, bakeries, churches, a minister's study, a teacher's chicken farm, turkey processing plants, a feedmill, a college, a toy factory, a dairy, a cane mill, a zoo, post offices, a brick company, a nature museum and planetarium, and a telephone company. Children have been especially proud to have their class visit the place where there own parents work.

Many teachers have gone far beyond the limitations of the prepared units in structuring activities to promote project goals. A second grade teacher, for example, presented a unit on ballet in which students studied the elements of ballet. A field trip was arranged to see "The Nutcracker Suite." In preparation for the visit the class discussed the story of the "Nutcracker" and listened to accompanying selections. A class visit by a professional dancer and dance instructor informed the children of the art and profession of dance. The instructor told the story while performing portions of the dance and led the class in some of the simple exercises and positions. The boys were especially interested in her discussion of the parts of the ballet that she felt they would enjoy the most and the fact that her husband was also a dance instructor. The most frequent question asked by the children was: "How old were you (or your husband) when you began dance lessons?" Their participation in the exercises helped them to realize the effort and dedication necessary to become a dancer. A class lesson on concert manners helped them to learn how to show their appreciation for the performance. Class response to the ballet in the form of facial expression and follow-up discussion revealed the appreciation and awareness gained from the total experience. Since this time, boys, as well as girls, in this class have expressed a desire to take dance lessons. Ballet has become for them a reality rather than a fantasy.

Parents have also become involved in the planning of awareness activities. On one occasion, three class parents planned a field trip for students on the use of talents in work and service activities. Children were given copies of the program which was planned to illustrate the use of talents in church services. The parent who was a minister told the class a story about a caterpillar who realized his potential as a butterfly and related how be became a minister through the development of his talents. The organist and choir director demonstrated the use of their talents by leading the class in songs. Two students in the class also demonstrated their talents by singing a duet for the class. The children were proud of their parents and expressed appreciation to their classmates for their cooperative behavior on the trip.

Counselors at the elementary level have involved students in a wide variety of awareness activities designed to help children to recognize themselves as separate and unique individuals and to develop positive feelings toward other people regardless of differences. Through the compilation of booklets titled "This is Me," children related to themselves and others positive feelings about individuality. Through role playing, interviews, discussions, songs, and the use of a wide variety of audio visual materials, counselors have led students to explore emotions, roles, talents, and interpersonal relations. A primary goal of the counseling program has been to develop an understanding of cooperative relationships among individuals.

(2) Middle Grade Level - The middle school curriculum specialist has continued working with both the career exploration and the academic teachers of East Union and Parkwood Middle Schools in helping them to integrate career education concepts into their respective areas. More specifically, she has assisted students in using both commercially prepared and locally developed career education curriculum materials. Additionally, the math curriculum is being carefully studied in the two project middle schools toward the end of making it more relevant for students. Math centers are being set up and furnished with curriculum materials which emphasize the practical and career aspects of mathematics along with the theoretical.

Resource people and related field trips have been planned and carried out with students and teachers. Field trips taken have included visits to the Monroe Post Office, a filtering plant, movies, historical points of interest in Union County, the Rural Advancement Farm in Anson County, Cinderalla ballet at Queen's College, Monroe City Hall, the Union County Sheriff's Department, and Anson Technical Institute. Resource persons who have visited with students in their classroom are listed below.

(a) Mrs. Joyce Ashcraft, Postmistress of the Marshville Post Office, identified and described many of the jobs associated with the U. S. Postal Service. Workers' duties, their work environment, along with special abilities, talents and academic skills needed for employment were also discussed.

(b) Ms. Kay Ferguson, public relations person with McDonald's Incorporated which is one of the largest employers of youth, made students aware of the many services which her employer provides along with information concerning the many different workers needed to carry on the free enterprise system.

(c) Mr. Wylie Neal, local historian, spoke to students about the early history of Union County and made them aware of how careers in the county have changed.

(d) Dr. John Vick, meteorologist, traced his career as a meteorologist for students, relating different jobs and places that he had worked. Additionally, he related the students' study of the weather to what he was actually doing in his career.

(e) Mr. Cappy Paverall, artist-in-residence, demonstrated to career exploratory classes how to make pottery and stressed to the students the importance of such qualities as patience and feeling for objects in the implementation of this kind of activity. Training and educational requirements for careers related to the making of pottery were also discussed.

(f) Mr. Steve Perry, auto body repairman, talked with students about how to estimate cost of repairs and then illustrated how to properly finish a car when being repainted.

(g) Mrs. Stella Mantexas, a native of Greece and a restaurant owner and operator along with her husband, spoke to students about the similarities and differences in Greek and American cultures. She discussed work roles, education, government, etc.

(h) Mr. Bill Bailey, weatherman for WSOC-TV, spoke to science classes about his career as a weather reporter for a television station.

(i) Dr. W. W. Clement, veterinarian, discussed his career with students pointing out such things as how to care for animals and education and training needed to become a veterinarian.

(j) Mrs. Willie Faye Deese, beautician, informed students about the art of cosmetology. She gave demonstrations on both black and white students and pointed out that cosmetology was a good field for both boys and girls to consider.

(k) Mr. Ivan Crissman, an eighth grade math teacher, spoke to sixth and seventh grade math classes about pyramids and how they could be related to math, history, as well as leisure time activities.

(l) Mr. Frank Holder's Dancers, sponsored by the N. C. Council of the Arts, performed for students at both project middle schools. After performances, students had opportunities to discuss with the dancers the education, talents, and training needed to pursue a dancing career.

Interviewing and role-playing have also been used by teachers in implementing career education programs. Two teachers in particular are basing their classroom instruction around the free enterprise system.

(3) Secondary Level - The secondary curriculum specialist has continued departmental meetings with emphasis on planning for continued implementation of the Career Based Curriculum Project objectives. Since the objectives are now before the teachers in visible form, there has been a marked increase in the number of requests for assistance. The secondary curriculum specialist has, therefore, become more involved in aiding teachers in locating resource speakers, in arranging field trips, and in formulating lesson plans in which career education concepts are integrated with academic subject matter. Additionally, she has assisted teachers in originating their own career education materials as well as in obtaining commercially prepared materials.

The pilot team effort at Sun Valley was implemented during this quarter. The Art II and Distributive Education II classes were combined for an advertising unit. The effort culminated in the presenting of group projects, which consisted of newspaper and magazine advertisements, window displays, and radio and television commercials.

Counselors at the secondary level are stressing values clarification. Mrs. Gwen Baucom at Forest Hills is working closely with the English teachers to assist them in utilizing values clarification exercises in their classes, while Miss Emily Hardy at Parkwood is using a values clarification approach in her small group sessions. In addition, Mrs. Bobbie Brown and Mrs. Jane Lunsford at Piedmont are teaching mini-courses in "Understanding Self and Others."

d. Career Center Committees' Meeting - On October 27, 1975, members of the various advisory committees for the Union County Career Center met in the Multi-purpose Room of the Union County Courthouse. Welcome remarks were brought to Career Center Committee Members by Mrs. Edith Perry, Chairman, Union County Board of Education, and Dr. B. Paul Hammack, Superintendent of Union County Schools. During the meeting, a progress report on the construction of the Career Center was given by Mr. Bob Miller, Architect, Ferebee, Walters, and Associates; an insight into the functioning of Career Center advisory committees was provided by Dr. Gil Woolard, Director, Kershaw County Vocational Center, Camden, South Carolina; and a projection of evening courses that could be offered at the Career Center through Central Piedmont Community College was presented by Mr. Otto Lockee, Vice-President, Continuing Education, Central Piedmont Community College. Additionally, a chairman for each Career Center committee was elected during the course of the meeting which was presided over by Dr. John Moore, Director, Union County Career Center.

e. CBC Project Director, Program Presenter at National and Regional Meetings - Dr. John D. Moore, Director of Union County's Career Based Curriculum Project, served as a program presenter at the National Middle School Association Meeting which was held in Atlanta, Georgia, in November, 1975, and at the Southeastern Regional Meeting of Career Education Project Directors which was held in Sarasota, Florida, in December, 1975. Dr. Moore shared with national and regional audiences information concerning the comprehensive program of career education which Union County teachers and administrators are implementing under a Part D Exemplary Occupation Education grant.

f. Equipment Purchased - No equipment was purchased during the sixth quarter of the CBC Project.

g. Significant Findings - The end of the sixth quarterly reporting period finds the implementation of Union County's Career Based Curriculum Project on schedule with the following significant findings noted:

(1) Nine inservice career education workshops were successfully completed for CBC Project teachers and staff during the sixth quarterly reporting period.

(2) Chairmen have been elected for Career Center Committees which are actively participating in preparing for the opening of the Union County Career Center in September, 1976.

(3) Teachers and administrators at all grade levels in all project schools are engaged in a wide variety of career education activities as they strive toward the accomplishment of CBC project objectives.

(4) Counselors in CBC project schools under the supervision of Mrs. Myrna Hilton, Director of Pupil Personnel Services for Union County Schools, continue to provide career oriented individual and group guidance activities at the elementary, middle grade, and secondary levels.

h. Significant Events - Significant events which have taken place during the sixth quarterly reporting period include the following:

(1) Miss Ellen Lyles, Program Officer, U. S. Office of Education, Atlanta, Georgia, made an on-site visit to the Union County Career Based Curriculum Project on November 24 and 25. The purpose of Miss Lyles' visit was two-fold:

(a) to evaluate the current status of the exemplary career education program.

(b) to make recommendations for the program, especially recommendations for the planning phase for the third year of the project.

At the conclusion of her visit Miss Lyles congratulated the project staff, the administration, and the CBC teachers in accomplishing so much during the second project year.

(2) Mr. Linwood Ward and Dr. John Moore participated in the North Carolina Vocational Education Personnel Development Workshop which was held in conjunction with the North Carolina Vocational Association Annual Meeting in Wilmingtion, N. C. on October 10 and 11.

(3) Mr. D. B. Harris, Monroe Postmaster, in a letter to the CBC Project Director, stated that the CBC curriculum unit on the U. S. Postal Service which was written by Gail Latham and Kate Faulkner, CBC curriculum

specialists in conjunction with CBC Project teachers, was so well done that he had taken the liberty of sending copies to the Sectional Center Manager/Postmaster and the Charlotte District Manager for their use in letting others know of Union County's Career Based Curriculum Project.

(4) Mmes. Gail Latham, Kate Faulkner, and Karen Williams, CBC Curriculum Specialists, attended the 5th Annual State Mathematics Conference at the University of North Carolina at Asheville on October 17 and 18. The conference was co-sponsored by the North Carolina Council of Mathematics and the Mathematics Division, N. C. State Department of Public Instruction.

(5) Mmes. Gail Latham and Karen Williams, CBC Curriculum Specialists, attended the North Carolina Science Teachers' Seventh Annual Statewide Conference, which was held at the University of North Carolina at Charlotte on November 7 and 8.

(6) Mrs. Karen Williams, CBC Curriculum Specialist, and Dr. John Moore, CBC Director, attended the Southeastern Regional Meeting of Career Education Project Directors which was held in Sarasota, Florida on December 1 and 2.

(7) Dr. A. Craig Phillips, State Superintendent of Public Instruction, was the guest of the Union County School System on December 9 and 10. Dr. Phillips met with central office staff, principals, and teachers and made visits to several county schools.

i. Problems - Implementation of Union County's Career Based Curriculum Project continues to be on schedule with no present complications.

j. Dissemination - Information concerning Union County Schools' CBC Project has been disseminated through local and state newspapers, U. S. Office of Education Publications, public appearances of the CBC Project director and his staff, and through the state and national distribution of its five previous reports.

Public appearances of the project director during the sixth quarterly reporting period have included presentations at the National Middle School Association (Atlanta, Georgia), the Southeastern Regional Meeting of Career Education Project Director (Sarasota, Florida), and before the Monroe-Union County Chamber of Commerce Coffee Club, the Union County Board of Education, the Professional Advisory Council of the Union County School System, and the Methodist Men's Organization of the Waxhaw Methodist Chruch. Additionally, the project director was the featured guest on radio station WMAP's "Talk of the Town" program.

k. Data Collection and Evaluation - The fall collection of evaluation data from CBC project schools was completed during the sixth quarterly reporting period by Mrs. Myrna Hilton and her counseling staff. Data was subsequently forwarded to the School of Education, North Carolina State University, third-party evaluator of Union County's Career Based Curriculum Project, for scoring and interpretation. A comprehensive evaluation plan is being carried out in CBC Project schools in order to measure student academic achievement, attitudinal change, and the understanding of career education concepts.

l. Staff Utilization - There are 11½ CBC staff members who are presently serving in various roles as outlined previously in this report.

m. Future Activities - During the next quarter, emphasis will be placed upon the following activities:

   (1) The finalization of goals and objectives for the third year of the CBC Project.

   (2) The continued development of career resource centers in all project schools. Each career resource center will house the following: career books and pamphlets, career films and filmstrips, occupational briefs, career education curriculum units, and a professional career education library for teachers and administrators.

   (3) The continued development of career education instructional units and materials.

   (4) The continued evaluation and purchase of commercially prepared career education books and materials.

   (5) Student field trips to business and industry.

(6) The development of community resource booklets.

(7) Visitation of community resource people to students in project schools.

(8) Continued dissemination of information about Union County Schools' Career Based Curriculum Project.

(9) The employment of personnel for the Union County Career Center.

3. Seventh Quarter Activities and Accomplishments - January 1, 1976 - March 31, 1976.

a. Inservice Education - During the seventh quarter of Union County's Career Based Curriculum Project, the CBC Project staff planned and coordinated activities that resulted in the following inservice workshops and activities that were designed to assist teachers and administrators in the continued implementation of the County's career education project.

On March 12, 1976, a follow-up workshop focusing on the teaching of language arts skills through career education was held for the faculty of Indian Trail Elementary School. Dr. Larry Sale, Professor of Education, Gardner-Webb College, Boiling Springs, North Carolina, was the featured workshop consultant. Objectives of the workshop were directed toward assisting participants in the following:

- improving students' spelling instruction through career education
- developing students' creative writing skills through career awareness activities
- interrelating language usage and career education experiences

On March 1 and March 8, 1976, Dr. Loretta Golden, Investigator from Frank Porter Graham Child Development Center in Chapel Hill, North Carolina, met with teachers from Waxhaw Elementary School to plan and establish a "community room" for grades one and two. She plans to return on April 6, 1976, to demonstrate the development of role playing activities.

b. Guidance and Counseling Activities - An extensive program of career guidance and counseling activities from K-12 is continuing in Union County Schools' Career Based Curriculum Project. At the elementary level, counselors have initiated a wide variety of activities to increase students' self and career awareness. These activities include group guidance, individual counseling, role playing, field trips, and arranging for resource people to visit students in school.

At the middle school level, counselors are continuing to provide students with opportunities to have more in-depth exploratory experiences that are related to self-appraisal and an orientation to the world of work. These activities are closely correlated with the career exploratory "hands-on" activities that students experience in their career labs as well as with the activities of the regualar classroom teacher. Specifically, students are provided opportunities to assess their abilities and interests and are assisted in determining goals and values and in entering into the decision making process through the use of interest inventories, field trips, achievement tests, group and private discussions, role playing, films, and filmstrips.

At the high school level, counselors and teachers are cooperatively assisting students in examining their self-concepts against the external reality of society and the world of work; in exploring life styles associated with careers and in comparing those to their own social preference; in reassessing their career hypotheses to incorporate changing interests, abilities, knowledge, and levels of maturity since their initial hypotheses were formed; in increasing students' knowledge and experiences through work, occupational information and occupational education; in acquiring a knowledge of the educational and training requirements of the careers in which they are interested; in helping students work toward proficiency at realistic decision-making and in making tentative career decisions and plans toward reaching career skills; and informing students about opportunities for continuing education. The concepts of self-awareness, self-esteem, values, decision making, family relationships, attitudes, and career orientation are also dealt with by individual departments within the high schools.

c. In-School Activities Involving CBC Curriculum Specialists and Project School Staffs -

(1) Elementary Level - The elementary project schools have sought to integrate career awareness activities into all areas of the academic curriculum. This has been done by structuring learning activities around a central theme and by relating career concepts to the sequential development of academic skills.

During the week of Valentine's Day, several primary classes sponsored field trips to post offices and visits to the classroom by post office workers. Related activities included exercises in writing business and friendly letters, the creation of valentines for each child's letter carrier, construction of decorative post office boxes and mailboxes, computation of costs for postal stamps, the viewing of films and filmstrips on postal services, and creative writing activities about postal workers and work situations.

National Nutrition Week prompted classes to tour their school cafeteria facilities and talk with lunchroom workers about the services they perform. A class at Unionville Elementary was particularly concerned with the need for careful planning of menus and work roles. Students at Indian Trail Elementary, who had studied some elements of nutrition, wrote lunch menus and gave them to the cafeteria manager. Kindergarten students from Wingate Elementary learned about all the people who work together to prepare their school lunches. A resource class cooked a meal in class, emphasizing the necessity for following directions, accurate measuring and counting, and working under sanitary conditions.

The pre-Easter season provided background for a K-1 unit at Unionville School entitled "The Chicken and the Incredible Edible Egg." The unit was based on a story coloring book of the same title. Other motivational activities included the viewing of films and filmstrips about real and fictional forms of poultry. In additon, the counselor read the children the story of an egg, which allowed the children to question and compare the birth of a class guinea pig with the development of an egg. A poultry farmer was invited to the class to tell the children what they would see on a field trip to broiler and production houses; an additional trip was planned to a hatchery. Following the trips, role playing activities were planned to provide vocabulary practice and opportunities for social practice in identifying with the roles of poultry workers. The children wrote experience stories and drew pictures of the work sites following each field trip. Math activities were planned for experiences in counting and the concept of one dozen. Related science experiences stressed the role of eggs in nutrition and the scientific development of the "green" egg having no cholesterol.

Subject area themes have provided additional opportunities for awareness activities. A fifth grade social studies unit at Indian Trail School was developed around the theme of "City and County Governments." Each class built a model community that was put on display in the school lobby. The students were responsible for electing governemnt officials and working in groups to plan the communities through role playing. In addition, the students made bulletin boards, pictures of tools and workers, reports, anagrams, and supplementary vocabulary activities.

Language and research skills have been promoted through the use of books, career dictionaries, encyclopedias, filmstrips, career briefs, and "Careers: A Supplemental Reading Program." Students have compiled individual notebooks on careers and maintained files containing research records and awareness activities.

The study of "Rusty the Construction Worker" served as a corollary to a first grade unit on telling time. Children made clocks showing the time that Rusty gets up, goes to work, eats lunch, etc.

Fourth grade students at Wingate Elementary used the social studies text as a basis for creative role playing experiences in four career areas: Business-Professional, Farm Workers, Trade and Transportation, and

Factory Workers. Other grade levels created skits to illustrate local careers. The social studies curriculum was also the basis of a fourth grade study at Waxhaw Elementary of "Careers in North Carolina."

In addition to occupational and academic themes, commercially prepared materials have been used to promote self-awareness and concepts about workers. All classes at Waxhaw Elementary have been using "The Valuing Approach to Career Education." These materials are organized and distributed weekly to each teacher. Experiences are planned to give children opportunities to identify interests and preferences, to realize the worth of occupations to society, to recognize changes brought about by technology, and to contrast work and leisure activities.

Other special projects at the elementary level have included:

(a) Class participation in a PTA program featuring career education

(b) The creation of a mini-course of career floats

(c) Career collages and bulletin boards

(d) A display of snapshots of school helpers

(e) A bank unit using "funny money"

(f) Hands-on experiences in forestry

(g) Caring for chicks in a study of poultry farming

(h) Studies of careers as they were in earlier years.

Resource persons have provided both oral and hands-on experiences. Third century artist Cappy Peverall conducted a series of lessons in which students created their own pottery and baked it in an earthen kiln. A former teacher spoke to a class on cheese making and cattle raising in Switzerland. A media specialist prepared a slide presentation on the role of the librarian. Health Educator, Tru' Barna, planned a series of lessons in health care featuring lectures and demonstrations from a school health nurse, a laboratory technician, an environmental health worker, and the health educator. Other resource persons who have enriched the learning environment are: a forester, a postmaster, a college teacher, school dieticians, an insurance agent, nurses, policemen, a musician, school administrators, beauticians, a truck owner and driver, an author of children's books, a poultry service manager, a program assistant for the N. C. Department of Corrections, a computer programmer, a construction worker, a stock manager, a real estate executive, a patrolman, and a county commissioner.

Field trips planned in relation to career activities have taken children to: grocery stores, bakeries, fire and rescue stations, quick food restaurants, a doughnut house, farms, school cafeterias and kitchens, clothing industries, packing plants, a dance production, a box company, a greenhouse, the the circus, airports, a police department, a polling station, a zoo, and a woodworking industry. In addition, classes have visited the Union County Schools Media Center, the Union County Courthouse, the Charlotte Nature Museum, and the Union County Livestock Auction.

The counselors have assumed active roles in planning with teachers for career awareness activities. The counselors also participated in the compilation of an activity guide which will serve as a resource for promoting all CBC elementary-level objectives.

The elementary curriculum specialist has continued to assist teachers in both the planning and implementation of activities.

(2) Middle Grade Level - The middle school curriculum specialist has continued to assist principals, counselors, career exploration teachers, and academic teacher in infusing career education concepts into the total school curriculum. Writing pertinent

material as is needed in the program, assisting teachers with the use of commercially prepared materials, and coordinating the work of the various academic teachers with the career exploration labs have been emphasized by the CBC middle school curriculum specialist.

Experiences in valuing and the free enterprise system are also receiving much consideration. In studying the free enterprise system, students are establishing and operating companies as models. Additionally, students are becoming more familiar with the decision-making process as they are studying the importance of making wise short term decisions. Role-playing and hands-on activities continue to be used and enjoyed throughout the middle schools.

To further expand the classroom and to help students see the relationship of their school work to the world of work, resource people are being invited to visit in the classrooms and field trips are continually being taken. Following is a list of some resource persons who have visited the project middle schools along with field trips which have been taken by teachers and students:

(a) Mrs. Crider and Mrs. Newel, Parkwood Middle School teachers, accompanied their classes to the Union County Courthouse for a guided tour in conjunction with studying a unit in county government which had been written by the CBC curriculum specialists.

(b) Miss Delores Massey, East Union Middle School teacher, accompanied her class to the newspaper offices of the Monroe Enquirer Journal while studying a newspaper unit. Mrs. Barbara Cook, Mrs. Kitten Moser, and Mrs. Brenda Forsythe, Parkwood Middle School teachers, also took their classes to a newspaper office, that of the Charlotte Observer, to observe careers involved in printing a paper.

(c) Mrs. Lois Williams, East Union Middle School teacher, while studying the author, Rudyard Kipling, took her class to see the movie about the author entitled "The Man Who Would be King." In conjunction with their studies, students learned about careers involved in getting Mr. Kipling's story on film and being shown in a theatre.

(d) Dr. W. W. Clement, a veterinarian, spoke to Mr. James Martin's sixth grade class at East Union Middle School. Mr. Martin's class then visited the N. C. State Poultry Lab in the Union County Courthouse where Dr. Clement explained his laboratory work with chickens, turkeys, and eggs.

(e) Mrs. Tru' Barna, educational director with the Union County Health Department, spoke to the Career Exploration Classes of Mrs. Martha Richardson, Parkwood Middle School, and Mrs. Jo Anne Helms, East Union Middle School, about occupations in the health field.

(f) Mrs. Annie Emehel, earth science teacher from East Union Middle School, made two visits with her students to the weather station at Douglas Airport in Charlotte to explore careers connected with climate and weather.

(g) Ms. Karen Simpson, dental hygienist, spoke to Mrs. Crider's health class on careers in dentistry. She cited education, interests, and qualifications needed.

(h) Mrs. Willie Faye Deese, cosmetologist, served as a resource person for Mrs. Martha Richard's career exploration class. Mrs. Deese demonstrated the proper techniques for caring for the needs of both black and white clientele and stressed that careers in the beauty field were open to both men and women.

(i) Mr. Ben Helms, president of MALECK INDUSTRIES, spoke on the free enterprise system to Mr. Forsythe's and Mrs. Ritt's sixth grade classes.

(j) Mrs. Grace Faris, Parkwood Middle School Teacher, accompanied her students to the Union County Courthouse where they studied careers of law enforcement officers. Jobs in sports were also considered by this group at the Skyway Bowling Lanes.

(k) Mr. Joe Davis, manager of the local Employment Security Commission, and Ms. Marian Price, employment counselor with the same agency, spoke to the eighth grade students at East Union Middle School about job opportunities in Union County and manpower projections to 1980.

(l) Mr. John Thomas Wilson, chief court counselor, explained the court system of North Carolina to the students in the career exploration labs at Parkwood Middle School.

(m) Mr. G. C. Young, Jr., forester, talked with students at East Union Middle School about careers in forestry and showed a film on "Smokey the Bear."

(n) Having done research and held class discussions on dancing as a career, Mrs. Judy Perry accompanied her class to Ovens Auditorium for a performance by the N. C. School of Dance.

(o) Mr. Buddy Raley from Central Soya talked with the students of Mr. Chuck Mims and Ms. Margaret Hood prior to their field trip to the Central Soya turkey processing plant and feed mill.

(p) Mr. Joe Maher, public relations officer with Duke Power Company, talked with Mrs. Nina Cassidy's science classes prior to their visit to the Allen Nuclear Station on Lake Wylie. On their tour students learned about the careers of electrical and mechanical engineers, a tour guide, machinists, coal haulers, and other technical personnel.

(q) Mrs. Ann Sutton's health and physical education class toured the Union County Health Department where they learned first hand about the careers of the school nurse, environmental health officers, lab director, and health educator.

(r) Mrs. Richards and Mr. Wilson, career exploration teachers at Parkwood Middle School, accompanied their students to WSOC-TV where they observed the following careers: announcers, engineers, cameramen, floormen, directors, clerical workers, and artists.

(s) Mr. Harold Helms, a businessman with Simco Construction Company, spoke to Mrs. Winchester's guidance class concerning the importance of attitude and communication in the work-a-day world.

(t) Mrs. Jo Anne Helms, career exploration teacher at East Union Middle School, had Mr. Steve Fibbs with the Union County Health Department to speak to her career exploration students.

(3) Secondary Level - During this quarter the secondary curriculum specialist has concentrated on working with individual teachers to assist them in meeting the objectives of the CBC Project. She has continued the emphases on utilizing the community as a primary resource for the high schools and on integrating career education concepts with academic subject matter.

With the approval of Laurence Bivens, Coordinator of Programs for the Handicapped, the secondary curriculum specialist has assisted the teachers of educable mentally retarded students in formulating "Integrated Activities in Career Education." These activities focus on topics such as developing decision-making skills, completing application forms, and solving career-related mathematical problems. These activities will be implemented during the next quarter.

Yearlong pilot team efforts, which are interdisciplinary approaches, are in progress at Parkwood High School and Piedmont High School. At Parkwood an auto mechanics teacher and a physics teacher are teaming; at Piedmont an auto mechanics teacher and two mathematics teachers are teaming. Commercially prepared materials purchased with CBC funds for the pilot team efforts are proving valuable to the teachers in these endeavors.

The Department of Defense has donated to the CBC Project thirteen films about careers, ranging from careers in hotel and motel business to careers in the professions, which have been utilized with success in each of the four high schools. Teachers have also utilized career films made availabe through Project TELL, which was developed by the Young Bankers Division of the North Carolina Bankers Association.

The secondary curriculum specialist assisted Linda Wilber, Counselor at Sun Valley High School, in planning Career Day. Career Day is provided to give students an opportunity to hear speakers on careers of their choice.

Suggestions concerning improvement of the monthly planning chart were solicited from the teachers in each of the four high schools by the secondary curriculum specialist. A committee, which she chaired, met on Friday, March 26, and approved a new format for the 1976-77 chart and two major revisions in the objectives.

The secondary curriculum specialist has also been involved in planning the academic and vocational courses to be offered at the Career Center during the 1976-77 school year. She has been responsible for obtaining materials to be used in these courses.

d. Career Education National Forum - Mr. Frank Davenport, principal of Parkwood High School, and Gail Latham, Kate Faulkner, and John Moore of the Career Based Curriculum Project Staff attended the Second Career Education National Forum "School to Work - Work to School" which was held in Washington, D. C. on February 8-11. Keynote Presenters at the forum were the Honorable Albert H. Quie, Ranking Member, House Education & Labor Committee; William F. Pierce, Deputy Commissioner for Occupational & Adult Education; Kenneth B. Hoyt, Director, Office of Career Education, USOE; Harold Hodgkinson, Director, National Institute of Education; and Grant Venn, Calloway Professor of Education, Georgia State University.

e. Career Center Planning Committee Meeting - During January, February, and March, the Career Center Planning Committee composed of Dr. Hammack, the four high school principals, Myrna Hilton, Karen Williams, Linwood Ward, L. J. Gann, Gail Latham, and John Moore held weekly meetings for the purpose of planning the curriculum for the Union County Career Center. On February 17 and 18 academic teachers from the four high schools joined the planning team for a cooperative effort in planning the academic program for the Career Center.

f. Awareness Workshops in Math and Occupational Education - Mrs. Gail Latham and Mrs. Kate Faulkner, CBC Curriculum Specialists, attended awareness workshops in math and occupational education which were held in Greensboro, North Carolina, on January 21, 1976. The workshops were sponsored by the Southwest Regional Education Center.

g. CBC Newsletter Initiated - The CBC Newsletter was initiated in January, 1976, and provided background information about the CBC Project and career education activities that have been ongoing in project schools. Tri-editors of the newsletter were the three CBC curriculum specialists.

h. Institute for Local Advisory Committee Representatives and Occupational Education Administrators - Mr. Tom Moyer, Career Center committee member; Mrs. Janice Plyler, Union County Schools Occupational Advisory Committee Member; Mr. Linwood Ward, Director of Occupational Education; and Dr. John Moore, CBC Director, attended a state-wide insitute for local occupational education administrators and local advisory committee representatives on January 22-23, 1976, in Raleigh, North Carolina.

i. CBC Goals and Objectives Planning Meeting - On March 26, 1976, the CBC Project Staff sponsored a goals and objectives planning meeting for project administrators, teachers, and couselors. The CBC third-party evaluation team from N. C. State University shared data concerning the evaluation of the CBC Project for the current school year. Group planning sessions for elementary, middle, and secondary school personnel were chaired by CBC curriculum specialists who assisted participants in finalizing CBC goals and objectives for the 1976-77 school year.

j. South Carolina Educators Visit CBC Middle School Program - Dr. Bobbie McEntire, Director of the Irmo Middle School Complex, and a groups of educators from Irmo, South Carolina, visited the Career Exploration Programs of Parkwood and East Union Middle Schools. Principals Bob McCain and J. J. McAfee conducted the guests on a tour of their facilities and programs.

k. Equipment Purchased - No equipment was purchased during the seventh quarter of the CBC Project.

l. Significant Findings and Events - The end of the seventh quarterly reporting period finds the implementation of Union County's Career Based Curriculum Project on schedule with the following significant findings and events noted:

   (1) Fourteen inservice career education workshops have been successfully completed for CBC project teachers and administrators since August, 1975.

   (2) Teachers and administrators at all grade levels in all project schools are engaged in a wide variety of career education activities as they strive toward the accomplishment of CBC project objectives.

   (3) Principals, teachers, administrators, and central office personnel have outlined the curriculum to be offered in the new Union County Career Center.

   (4) Selection of personnel for the Career Center is underway.

   (5) CBC goals and objectives have been finalized for the 1976-77 School year.

(6) Bids for equipment for the Career Center have been received by the Board of Education.

(7) Counselors in CBC project schools, under the direction of Mrs. Myrna Hilton, continue to provide career oriented individual and group guidance activities at the elementary, middle, and secondary project schools.

m. Problems - Implementation of Union County's Career Based Curriculum Project continues to be on schedule with no present complications.

n. Dissemination - Information concerning Union County Schools' CBC Project has been disseminated through local and state newspapers, U. S. Office of Education Publications, public appearances of the CBC project director and his staff, and through state and national distribution of its quarterly reports.

o. Data Collection and Evaluation - The third-party evaluation team from North Carolina State University, with assistance from Union County school personnel, is preparing for its spring collection of data to be used in its annual evaluation report. The evaluation will measure student academic achievement, attitudinal change, and the understanding of career education concepts.

p. Future Activities - During the next quarter, emphasis will be placed upon the following activities:

(1) Completion of the second interim report.

(2) The continued development of career resource centers in all project schools. Each career resource center will house the following: career books and pamphlets, career films, and filmstrips, occupational briefs, career education curriculum units, and a professional career education library for teachers and administrators.

(3) The continued development of career education instructional units and materials.

(4) The continued evaluation and purchase of commercially prepared career education books and materials.

(5) Student field trips to business and industry.

(6) The development of community resource booklets.

(7) Visitation of community resource people to students in project schools.

(8) Continued dissemination of information about Union County Schools' Career Based Curriculum Project.

(9) The employment of personnel for the Union County Career Center.

4. Eighth Quarter Activities and Accomplishments - April 1, 1976 - June 30, 1976.

a. Inservice Education - Inservice education workshops involving all ten project schools were cooperatively planned and implemented by the CBC project staff, central office personnel, project teachers, counselors, and administrators during the eighth quarter of the of the CBC project. A descriptive breakdown of the workshops follows.

On June 16 and/or 17, career education planning and evaluation workshops were held at Wingate, Waxhaw, Unionville, and Indian Trail Elementary Schools; Parkwood and East Union Middle Schools; and Forest Hills, Parkwood, Piedmont, and Sun Valley High Schools. Specifically, the purpose of the workshops was to evaluate the effect of the Career Based Curriculum Project on the total school program in each school and to recommend and plan future activities for the project. Major agenda items for the workshops included the following: (1) evaluating and planning for the incorporation of CBC goals and activities into each curriculum area; (2) evaluating and planning for the scheduling of field trips and resource persons; (3) planning for the effective use of the curriculum specialists; (4) compiling recommendations for the kinds of inservice workshops needed next year and (5) indicating the kinds of instructional materials needed to further implement career objectives.

On June 13 - 18, Mrs. Myrna Hilton, Director of Pupil Personnel Services, and nine counselors from the Union County School System attended a State Department of Public Instruction sponsored Life Career Development Workshop at Meredith College in Raleigh, North Carolina. Participants became aware of and demonstrated: (a) techniques for planning a Life Career Development Program; (b) concepts and strategies in values clarification; (c) techniques and strategies in self-exploration; and (d) techniques and strategies in teaching decision making skills.

On June 21 - June 25, Mr. Billy Tyson, Director of the Union County Career Center, with assistance from Mrs. Gail Latham, CBC Director, and Mrs. Karen Williams, CBC high school coordinator, conducted a week-long inservice program for the faculty of the Career Center in preparation for the Center's opening in September, 1976. The workshop stressed the development of (a) Career Center philosophy, (b) general objectives of the Career Center, (c) Career Center policy handbook, and (d) behavioral objectives for the vocational and academic subjects to be taught in the career center. Also participating in the workshop was Mr. Vaden Hairr and Mr. Warren Ellis of the Division of Occupational Education, State Department of Public Instruction.

On June 29-30, Mrs. Myrna Hilton, Director of Pupil Personnel Services, conducted a two-day career education workshop for counselors and principals participating in the CBC Project. The purpose of the workshop was to bring about a better understanding of the role of the counselor as it relates to the total school program and a continued commitment by counselors and principals in the implementation of CBC career education goals and objectives. Major items covered in the workshop included the following: (1) an evaluation of counselor activities and assignments; (2) school level planning of guidance and counseling activities by counselors and principals for the 1976-77 school year; and (3) planning for placement activities in home high schools and the Union County Career Center.

b. In-school Activities Involving CBC Curriculum Specialists and Project School Staffs -

1. Elementary Level - The elementary curriculum specialist has continued to assist teachers in the planning and implementation of career awareness activities. Teachers have sought to use career awareness objectives to supplement and enrich the academic program.

Members of the community who visited the classroom to share their knowledge and opinions with the children include: restaurant managers, missionaries, a sanitation engineer, a textile supervisor, a banker, a minister, a photographer, a sheriff, a secretary, a farm manager, a community 4-H leader, a reporter, a postmaster, an environmental engineer, and a museum curator. One parent, who is a truck dirver, came to speak to the students about his work and later returned to let the children examine his rig. In addition, the Bicentennial theme has provided opportunities for patrons to visit the classroom to share and demonstrate their knowledge of such crafts as cake decorating, quilting, candle making, cane weaving, soap making, and other skills of yesteryear.

Student interests in occupations and life styles of other countries have been stimulated through classroom visits by a German housewife and citizen who spoke on customs of her country, a Swedish college student who contrasted Swedish and American farming, a Scotsman who demonstrated the playing of bagpipes, and a cropduster who related some of his work experiences in Mexico.

The classroom boundaries have been extended through visits to historic movies, nature museums, the county courthouse, a livestock auction house, dairies, chicken farms, horse stables, airports, a tool manufacturing establishment, historic sites, a commercial campground, a bowling alley, a shopping mall, a launderette, a dry cleaning establishment, a funeral home, a barber shop, a grocery store, newspaper offices, a post office, woodworking industries, a church, the public library, a zoo, a local sanitation department, a college arts and ceramics department, an amusement park, and an aircraft, printing, and missionary center.

Special projects have included the construction and balancing of checkbooks, the painting of a construction site mural, the illustration of workers who use weights and

and measures, the creation of floral designs from fabrics, quilting, the molding of clay zoo animals, the creation of farm and animal displays, planting seeds, a craft workshop, the publication of a school newspaper, hooking a rug, building a lifesized spacecraft model, the creation of horticulture displays and reports, student demonstrations of armed forces weapons and drill exercises, cake baking and decorating, student interviews and reports, creative writing exercises, and a variety of academic tie-ins.

The BREAD & BUTTERFLIES film series has been used in grades four and five to relate career themes to the academic subject areas. The counselors have facilitated this process by structuring group guidance experiences around these themes and offering assistance to the teachers in the implementation of career objectives.

An instructional guide has been developed enumerating career awareness ideas appropriate for the fourth grade study of North Carolina. Copies of this guide have been placed in each project school. In addition, the curriculum specialists have met with representatives of the Employment Security Commission to formulate plans to facilitate instruction on careers in Union County. These representatives will serve as resource persons to teachers, students, and the curriculum specialists in the dissemination of this information.

2. Middle Grade Level - The middle school curriculum specialist has continued to assist the middle schools in the implemention and evaluation of the career education objectives and activities.

Bert Forsythe, 6th grade teacher at East Union Middle School, worked with his students and gave a production of "Arsenic and Old Lace." The students experienced many different jobs other than being actors and actresses, among which were getting the programs printed, selling the tickets, making and selecting the props, setting the stage, and providing music between acts. The success of the play heightened their self concepts and the use of the money they made gave them a chance for practical demonstrations of decision making.

A variety show was also a highlight at the middle schools. Awareness of their abilities and likes and dislikes, a chance to work on group projects, and special interest areas were evident throughout the show. Models from the Troyanne School of Modeling were among resource persons invited in to assist students in their production.

To increase their knowledge of specific occupations and careers in the community; to further develop their understanding of the relationship of school to the world of work; and to gain a better understanding of the design, manufacture, distribution, and utilization of products and services; field trips were taken and resource persons were invited into the classrooms. The following is a list of some of the field trips taken and resource persons who visited the middle schools:

(a) Mrs. Judy Griffin and Miss Pat Clontz, health and physical education teachers at Parkwood Middle School, accompanied students to Appalachian State University at Boone, North Carolina to see the U. S. Women's Collegiate Gynmastics.

(b) Frank Holder's Dancers, sponsored by the North Carolina Council of the Arts, taught and performed for the East Union Middle School.

(c) Preston Doyle, education specialist with the U. S. Navy, spoke to Miss Pam Ward's Language Arts and Social Studies class about civil service jobs as part of a unit study on government.

(d) Jim Montgomery, a specialist in environmental control with the City of Monroe, served as a resource person for Mrs. Nina

Cassidy's earth science students prior to their visit to the water treatment plant.

(e) Harold Helms, business representative with SIMCO Construction Company, visited career exploration classes at East Union Middle School and shared information with students concerning good work habits and good communication skills, and the relationship between school and the work-a-day world.

(f) Ms. Kay Ferguson, a public relations person with McDonald's, revisited Parkwood Middle School where she talked with students about employment opportunities with her company.

(g) Mrs. Nina Cassidy's students enjoyed a field trip to Martin Marietta Stone Quarry in connection with their studies in earth science.

(h) Miss Karen Richardson and Mrs. Linda Lybrand, in connection with a unit on communications, accompanied their language arts classes on a tour of WSOC-TV Station in Charlotte.

(i) Mrs. Sarah Hemby, Mr. Kelly Mills, and Mr. Glenn Hargett visited Ranson Junior High School in Mecklenburg County to learn about the mathematics program being implemented there.

(j) Mrs. Cecelia Newkirk, Mrs. Herlocker, and Mrs. Barbara Cook toured McDonald's in Monroe with their students where they were shown the many different jobs involved in a fast food operation. These same groups also visited Skyway Bowling Lanes where they saw careers associated with leisure time activities.

(k) Mrs. Judy Cook, who is a free lance writer in public relations and a former model, programmer for radio and television stations, and employee for Belk Store Services, served as a resource person for Mrs. Starnes' classes at Parkwood Middle. She stressed the importance of a good self concept and the relationship of school to the world of work.

(l) Ms. Maureen Mallon from the Troyanne School of Modeling provided Mr. Hicks' class at East Union with pertinent information concerning modeling careers.

(m) Students of Mrs. Barbara Cook toured MaLeck Industries, a wood-working speciality factory, where they saw first hand how a piece of lumber was changed into a piece of furniture ready to be shipped. Mrs. Cook's class also toured Alisa Incorporated, a knitting mill, where they saw how sweaters and other products were manufactured.

(n) A visit to the Charlotte News and Observer was a part of Marcus Sutton's language arts--social studies class unit on communications. Jobs necessary for the printing of a newspaper were featured.

3. Secondary Level - The secondary curriculum specialist has continued to assist individual teachers in meeting the objectives of the Career Based Curriculum Project. She has aided teachers in formulating lesson plans in which career education concepts are integrated with academic subject matter, in locating resource speakers, in arranging field trips, and in originating career education materials as well as in obtaining commercially prepared materials.

   The secondary teachers of educable mentally retarded students have implemented their "Integrated Activities in Career Education," which they formulated during the third quarter. The secondary curriculum specialist viewed the implementation and subsequently assisted the teachers in revising their activities to better meet the needs of their students.

   Forest Hills High School's pilot team effort in advertising, which involved a distributive education teacher, an English teacher, a mathematics teacher, and an art teacher, has been successfully implemented during this quarter. In addition, the yearlong pilot team efforts in auto mechanics and physics at Parkwood High School and in auto mechanics and mathematics at Piedmont High School have been completed.

The secondary curriculum specialist has conducted eleven Career Center curriculum meetings to discuss the content of the vocational courses to be offered at the Career Center and to recommend materials to be purchased for use in these courses. Involved in each meeting were the Career Center teachers and the Career Center committee members for the area to be discussed. The secondary curriculum specialist has also met with the additional Career Center personnel--the principal, the job placement counselor, the dropout counselor, the media specialist, and the academic teachers--to discuss curriculum, particularly their recommendations for materials to be purchased.

Additionally, the secondary curriculum specialist has worked closely with the high school principals to formulate the agendas for the CBC workshops held on June 16 and with the Career Center principal to formulate the agenda for the Career Center workshop held on June 21-25. During the Career Center workshop, the secondary curriculum specialist discussed with the teachers, among other topics, the Career Center's role in the implementation of Career Based Curriculum Project.

c. Guidance and Counseling Activities - Nine school counselors attended a "Life Career Development workshop at Meredith College, Raleigh, North Carolina from June 13-18, 1976. Each of the Union County school districts was represented by a counselor or counselors. The director of pupil personnel services attended also.

The purpose of the workshop was to have participants become more aware of and demonstrate: (a) techniques for planning a Life Career Development Program; (b) concepts and strategies in values clarification; (c) self-exploration, and (d) decision making. Noted authorities introduced rationale for each of the four areas for discussion. Following each presentation, counselors met in small groups according to level for follow-through activities.

An extensive program of guidance and counseling activities from kindergarten through grade twelve is continuing in Union County Schools' Career Based Curriculum Project. At the elementary level, counselors have initiated a wide variety of activities to increase students' self and career awareness. These activities include group guidance, individual counseling, role-playing, field trips, and arranging for resource people to visit students in schools.

At the middle school level, counselors continue to provide students with opportunities to have more in-depth exploratory experiences that are related to self-appraisal and an orientation to the world of work. These activities are closely correlated with the career exploratory "hands-on" activities students experience in their career labs as well as with the activities of the regular classroom teacher. Specifically, students are provided opportunities to assess their abilities and interests and are assisted in determining goals and values and in entering into the decision making process through the use of interest inventories, field trips, achievement tests, group and private discussions, role playing, films, and filmstrips.

At the high school level, counselors and teachers cooperatively assist students in examining their self-concepts against the external reality of society and the world of work; in exploring life styles associated with careers and in comparing those to their own social preferences; in reassessing their career hypotheses to incorporate changing interests, abilities, knowledge, and levels of maturity since their initial hypotheses were formed; in increasing students' knowledge and experiences through work, occupational information and occupational education; in acquiring a knowledge of the educational and training requirements of the careers in which they are interested; in helping students work toward proficiency at realistic decision-making and in making tentative career decisions and plans toward reaching career skills; and informing students about opportunities for continuing education. The concepts of self-awareness, self-esteem, values, decision making, family relationships, attitudes, and career orientation are also dealth with by individual departments within the high school.

d. Significant Events - Significant events during the eighth quarterly reporting period include the following:

(1) On April 12 and 13, Miss Ellen Lyles, Program Officer, USOE, Atlanta, Georgia, and Mrs. Jeanne Williams, Program Officer, USOE, Washington, D. C. made an on-site visit to the Union County Career Based Curriculum Project.

(2) Third-Party On-site Evaluation Visit - An on-site evaluation of Union County's Career Based Curriculum Project was conducted on May 10 and 11 by a third-party team appointed by Dr. Walter Cox, Co-Director of the Third-Party Evaluation Team for Union County's CBC Project. Members of the team included Dr. John K. Wooten, Superintendent, Wayne County Schools; Dr. Charles Walters, Assistant Principal, Caldwell County Schools; and Drs. T. R. Miller and Charlie Harper, School of Education, N. C. State University.

(3) Mr. Dana McManus, Parkwood Middle School Counselor, attended an educator orientation visit to the Naval Air Technical Training Center in Memphis, Tennessee, on May 25 - 27.

(4) On May 19, 20, and 21, Mmes. Gail Latham, Kate Faulkner, Karen Williams, and Bobbie Brown, and Mr. L. J. Gann of the Union County School System visited the Experience Based Career Education Project of the Appalachian Experimental Laboratory in Charleston, West Virginia.

(5) Mrs. Gail Latham, CBC Curriculum Specialist, was named to succeed Dr. John Moore as Director of the Career Based Curriculum Project while Mr. Billy Tyson was named to succeed Dr. Moore as Director of the Union County Career Center. Dr. Moore resigned effective June 30, 1976.

e. Significant Findings - Significant findings during the eighth quarterly reporting period include the following:

(1) Thirteen inservice workshops involving personnel from the 10 CBC project schools were conducted during the month of June.

(2) Teachers and administrators at all grade levels in all project schools have engaged in a wide variety of career education activities.

(3) Principals, teachers, administrators, and central office staff have continued their efforts in curriculum development for the Union County Career Center.

(4) Selection and purchase of curriculum materials for the Union County Career Center Technical Library have been emphasized.

(5) Selection of personnel to serve in the Union County Career Center has moved forward.

(6) The construction of the Union County Career Center is still on schedule.

f. Dissemination Activities - Information concerning Union County's Career Based Curriculum Project has continued to be disseminated through local and state newspapers, U. S. Office of Education Publications, public appearances of the CBC Project Director and his staff, and through national distribution of its quarterly reports.

Public appearances of the Project Director and his staff have included presentations before civic clubs, church groups; local, state, and national educational professional associations; and parent-teacher organizations.

g. Future Activities - During the next quarter, emphasis will be placed upon the following activities:

(1) Development of plans for the 1976-77 school year.

(2) Continued promotion of career education objectives.

(3) Continued in-service education for project school personnel.

(4) Continued development and evaluation of career education instructional materials.

(5) Supervision of Career Center curriculum development.

I. Major Activities and Accomplishments - July 1, 1976 - June 30, 1977 - The major activities and accomplishments of Union County's Career Based Curriculum Project for the yearly period July 1, 1976 - June 30, 1977, are presented below in quarterly periods to show the continuous implementation of project activities within specified time frames.

1. Ninth Quarter Activities and Accomplishments - July 1, 1976 - September 30, 1976

a. Inservice Education - During the ninth quarter of Union County's Career Based Curriculum Project, the CBC Project staff planned and coordinated activities that resulted in the following inservice workshops and activities that were designed to assist teachers and administrators in the continued implementation of the county's career education project.

(1) Dr. Joseph R. Clary of the Third-Party Evaluation Team visited Union County on Monday, August 2, 1976, for the purpose of presenting an overview of second year findings, conclusions, and recommendations for the CBC Project. Project school principals and interested central office staff members were invited to meet with him at 2:00 p.m. in the central office to review this information.

(2) On Tuesday, August 10, 1976, selected teachers from each of the elementary project schools met with the principals of the non-project elementary and middle schools to share ideas on successful career education teaching practices in the following areas of instruction:

(a) promoting the development of positive self-concepts;
(b) increasing self and career awareness
(c) improving decision-making skills
(d) improving interpersonal skills
(e) relating academic and career objectives
(f) developing positive attitudes toward work and workers in all fields
(g) helping students relate personal interests and abilities to various work roles
(h) increasing the students' understanding of the interdependence of people.

Non-project principals also were informed of services and locally-developed curriculum materials available to them through the CBC Project.

(3) Dr. Joseph R. Clary returned to Union County on Tuesday, August 17, 1976, to review the Third-Party Evaluation Report with Dr. B. Paul Hammack, Superintendent, and with the teachers of each high school. The findings, conclusions, and recommendations presented at this meeting will serve as directives for instructional planning for the 1976-77 school year.

(4) On the morning of August 18, 1976, representatives of businesses, industries, and governmental agencies in Union County met with teachers in each Career Based Curriculum Project secondary and middle school for panel discussions on jobs within their organizations and academic skills needed for these positions. These sessions were planned in response to in-service needs expressed by teachers in the June 16 CBC Project Planning and Evaluation Workshops. The purpose of these sessions was to help high school, Career Center, and middle school teachers see ways that they could relate academic subject areas to career education concepts and thus help students recognize the relationships between school and work.

(5) On the afternoon of August 18, 1976, all project teachers were invited to a Symposium on Career Opportunities in Union County, which was held at Sun Valley High School. Featured speakers for this event included the following persons:
(a) Sydney Armstrong, Labor Market Analyst, Charlotte-Gastonia Statistical Area
(b) Joe Davis, Manager, Monroe Employment Security Commission
(c) Nat Greene, Executive Director, Union County Industrial Development Commission

The purpose of this session was to give teachers some background on careers in the local area and to help them see ways that they can relate this information to their instructional areas. Other persons who spoke on this subject are as follows:
(a) Edith E. Perry, Chairman, Union County Board of Education
(b) Brenda A. Forsythe, Teacher, Career Exploration Lab D, Parkwood Middle School
(c) Sarah D. Hemby, Teacher, Mathematics, East Union Middle School
(d) Myrtle Kiker, Teacher, Honors English, Union County Career Center

(e) L. J. Gann, Administrative Assistant, Union County Schools
(f) Gwendolyn S. Baucom, Counselor, Forest Hills High School.

(6) The Career Based Curriculum Project sponsored the speaker for the General Teachers Meeting for all teachers in the county on August 20, 1976. Dr. Betty Lentz Siegel, Dean of Academic Affairs, University of Florida, spoke on the topic of self-exploration and self-concept development. Gwen S. Baucom, counselor at Forest Hills High School, offered the invocation for this program, which also stressed the significance of positive self-concept development. Following Dr. Siegel's address, the teachers met in small groups for grade level and subject area planning.

(7) An orientation session for new teachers in project elementary and middle schools was held on September 7, 1976, at 3:00 p.m. in the Union County Courthouse. The teachers were introduced to project organization, personnel, objectives, and procedures.

(8) New teachers in the high schools and Career Center met on September 13, 1976, at 3:30 p.m. in the central office for orientation to the Career Based Curriculum Project. Seventeen teachers were involved in this meeting.

b. Guidance and Counseling Activities - An extensive program of guidance and counseling activities from kindergarten through grade twelve is continuing in Union County Schools' Career Based Curriculum Project. At the elementary level, counselors have used a wide variety of activities to increase the student's self and career awareness. These activities include group guidance, individual counseling, role-playing, field trips, and arranging for resource persons to visit in the classrooms.

At the middle school level, counselors continue to provide students with opportunities to have more in-depth exploratory experiences that are related to self-appraisal and an orientation to the world of work. These activities are closely correlated with the career exploratory "hands-on" activities students experience in their career labs as well as with the activities of the regular classroom teachers. Specifically, students are provided opportunities to assess their abilities and interests and are assisted in determining goals and values and in entering into the decision-making process through the use of interest inventories, field trips, achievement tests, group and private discussions, role playing, films, and filmstrips.

At the secondary level, which is inclusive of the four high schools and the Union County Career Center, counselors and teachers cooperatively assist students in examining their self-concepts against the external reality of society and the world of work; in exploring life styles associated with careers and in comparing those to their own social preferences; in reassessing their career hypotheses to incorporate changing interests, abilities, knowledge, and levels of maturity since their initial hypotheses were formed; in increasing students' knowledge and experiences through work, occupational information and occupational education; in acquiring a knowledge of the educational and training requirements of the careers in which they are interested; in helping students work toward proficiency at realistic decision-making and in making tentative career decisions and plans toward reaching career skills; and informing students about opportunities for continuing education. The concepts of self awareness, self-esteem, values, decision-making, family relationships, attitudes and career orientation are also dealt with by individual departments within the high schools.

In addition, Career Center counselors have initiated services for coordinating student placement in Career Center programs. They have begun to contact personnel directors in businesses and industries to learn of employment needs, training requirements, and types of jobs available and to inform these people of training programs in the schools. The counselors have contacted Anson Technical Institute to arrange for a display on the graphics program and to discuss the coordination of learning experiences for Career Center students who choose to continue their education at Anson Tech. The Career Center counselors are continuing to assist the project director and Career Center principal in achieving support from the community and businesses, and they are assisting Career Center teachers with the incorporation of career education concepts into the instructional programs.

c. In-School Activities Involving CBC Curriculum Specialists and Project School Staffs -

(1) Elementary Level - Teachers in the elementary project schools are finding it natural to continue activities appropriate to the goals of the CBC Project. The incorporation of career education concepts is evident in bulletin boards and displays, resource persons

being invited to the schools, field trips being planned and taken, and the enthusiasm shown by students, teachers, principals, counselors, and parents.

Teachers new to the project have attended orientation workshops conducted by the CBC Project staff. These teachers were presented with an overview of all phases of the project, including the use of instructional materials and expectations for the future.

Carryover of project objectives and methods into non-project schools has been encouraged through visits with each non-project elementary principal. The director and curriculum specialist related to these principals various aspects of the project and invited them to a workshop in which teachers from the elementary project schools participated. In addition, non-project schools are being invited to tour the Career Center and middle school career exploration labs.

A special event entitled "I Want to Be Day" has been planned at Indian Trail Elementary. Seventeen representatives from local businesses and industries have agreed to visit the school and talk with the students about their occupations.

Materials committees have been reorganized at each school. The curriculum specialist has met with each committee and compiled lists of materials for teachers to review.

The principal and teachers from each project school have met and reviewed the Third-Party Evaluation Report with the director and curriculum specialist. Project goals were re-emphasized and directions for future activities were discussed.

(2) Middle School Level - The following activities have been part of the middle school program:
  (a) New teachers in the CBC Project have been given an orientation by the CBC staff.
  (b) All teachers, principals, and counselors have been given a formal presentation of the Third-Party Evaluation Report.
  (c) Curriculum units worked on in the June 16 workshop have been developed.
  (d) Many teachers and counselors have attended CBC inservice workshops.

(e) Materials are being reviewed to be ordered.
(f) Field trips are being planned or have been planned for the year.
(g) Resource persons are being invited into the schools.
(h) Career Day has been observed at Parkwood Middle School.
(i) Learning Activity Packets are being written and used.
(j) Students are doing individual and group projects.
(k) Bulletin boards showing self and career awareness and exploration are being used throughout the schools.

(3) Secondary Level - The career preparation aspect of the CBC model is receiving emphasis with the opening of the Career Center this quarter. Programs being offered this semester include air conditioning, heating and refrigeration; building construction; cosmetology; electricity and electronics; graphic communications; maintenance services; masonry; office occupations; power mechanics; art; and honors English. The Career Center has two firsts: The maintenance services program is unique in North Carolina; and the air conditioning, heating, and refrigeration program is unique at the secondary level in North Carolina.

During this quarter the secondary curriculum specialist has received materials ordered with the 1975-76 funds for the Career Center's technical library and has continued selecting and ordering materials for the technical library with the 1976-77 funds. She has formulated complete bibliographies of all materials purchased by the CBC Project for the Career Center programs.

The secondary curriculum specialist has worked cooperatively with the Career Center teachers to prepare the initial curriculum outlines for each course being taught at the Career Center. These outlines will be revised during the remaining three quarters of the project.

All new teachers at the secondary level have been oriented to the project. A meeting was held for this purpose on September 13, 1976, at 3:30 p.m. in the central office. Individual orientation sessions were conducted for new teachers who were unable to attend the meeting.

All secondary teachers have been reoriented to the project in faculty meetings conducted by the secondary curriculum specialist. Topics reviewed were the CBC model, the secondary evaluation report for the 1976-77 school year, the role of the secondary specialist in the development of a career based curriculum, the secondary process and product objectives, and the approach to be employed in each school to insure that CBC objectives are realized.

Last year's CBC monthly planning chart has been replaced by a wall chart and a recording form. The wall chart, which is to be displayed in each teacher's classroom, contains the mission statement of Union County Schools in reference to career education and the process and product objectives of the project. The purpose of this chart is to inform students and visitors in the classroom about the project. The recording form is for teachers to record on a daily basis which process and product objectives they have met.

In accordance with a recommendation of Dr. Charles Harper, last year's secondary on-site evaluator, there will be a school-level, monthly follow-up of the recording forms. At each high school and the Career Center, the recording forms will be collected and analyzed by administrators or counselors at the end of each school month. The information gleaned will be communicated to the secondary curriculum specialist, who will utilize it in working with teachers, counselors, and administrators that month.

d. Navy Sponsored Career Education Workshop - Kate Faulkner and Karen Williams, Curriculum Specialists for the CBC Project, attended the Navy Sponsored Career Education Workshop on August 19 and 20, 1976, at Seventy-First High School in Fayetteville, North Carolina. Mrs. Faulkner was featured as a speaker on Career Exploration in the middle schools. The program was planned by Preston Doyle, Education Specialist, Navy Recruiting District, Raleigh, North Carolina, and by the guidance department of Seventy-First High School.

e. The Relationship of Academics to the World of Work - On August 25, 1976, Kate Faulkner and Karen Williams, CBC Project Curriculum Specialists, attended a career education workshop at Needham B. Broughton High School in Raleigh, North Carolina. Their presentation to a group of approximately 150 teachers was on career education as it is being implemented in Union County. Coordinators for this workshop were Preston Doyle, Education Specialist, U. S. Navy, and Jessica A. Farrell, Vocational Counselor, Broughton High School.

f. Career Center Tours and Orientation Sessions - Tours and orientation sessions for interested high school juniors and seniors were held at the Career Center during the week of August 24 - 28, 1976. Approximately nine hundred students in the county participated in these tours, which were coordinated by Mrs. Bobbie Brown and Miss Emily Hardy, Career Center counselors.

g. Career Center Craft Committees - In August, Mr. Billy Tyson, Career Center principal, sent letters to all members of the Career Center Craft Committees asking them to state their intent regarding their continuation on the committees. Mr. Tyson is currently in the process of reorganizing these committees on a permanent basis, as approved by the Union County Board of Education. New committee members will meet with the instructors in each program to advise them on the selection of materials and equipment, to help them keep up-to-date on new developments in each trade, and to assist in the refinement of curriculum.

h. Post-Graduation Workshop - Mr. Billy Tyson, principal, and Mrs. Bobbie Brown, counselor, of the Career Center, participated in a Post-Graduation Workshop for parents and students at Forest Hills High School on September 13, 1976. Mr. Steve Poston, of the Admissions Office of Wingate College, spoke on college selection, application, and expectations; and Mr. Tyson and Mrs. Brown informed parents and students of opportunities for training at the Career Center, technical institutions, and business and community colleges. Opportunities for financial aid were reviewed by Mrs. Gwen Baucom and Mr. Walter McDaniel, counselors at Forest Hills High School.

i. NCAWE - Gail Latham, CBC Project Director, participated in the Fall Conference of the North Carolina Administrative Women in Education on September 24 and 25, 1976. Features of this conference included practice in administrative problem-solving, discussion of conflicts between women's responsibilities and the demands of administrative careers, and consideration of women's attitudes toward each other as professionals.

j. High Point Educators Visit CBC Project - Dr. Charles A. Haywood, Assistant Superintendent for Federal Programs for the High Point Public Schools, and the following staff members visited the Career Based Curriculum Project of Union County on September 28, 1976: Gail Harris, Occupational Information Counselor; Virginia Cox, Media Specialist; Larry Allred, Director, Project C.O.O.L.; and Wilton Hawkins, Principal of Instruction. The purpose of this visit was to learn about the approaches that have been used in promoting the infusion of career education concepts into the academic curriculum. After meeting with Dr. B. Paul Hammack, Superintendent, Union County Schools, the party toured Parkwood Middle School and the Union County Career Center.

k. Career Day - Parkwood Middle School sponsored a career day on September 28, 1976. The following people made presentations to students in the career exploration classes: David Drye, Director, Cane Creek Park; Bill Temple, Executive Vice President, Alisa, Inc.; Julias McDonald, Media Specialist, Parkwood Middle School; Dr. Brantley Aycock, Optometrist, Monroe; and Simon Wentz, Operations Supervisor, American Telephone and Telegraph.

l. Equipment Purchased - No equipment was purchased during the ninth quarter of the CBC Project.

m. Significant Findings and Events - The end of the ninth quarterly reporting period finds the implementation of Union County's Career Based Curriculum Project on schedule with the following significant findings and events noted:

(1) Eight inservice career education workshops have been successfully completed for CBC Project teachers and administrators during the ninth quarterly reporting period.

(2) Teachers and administrators at all grade levels in all project schools are engaged in a wide variety of career education activities as they strive toward the accomplishment of CBC Project objectives.

(3) The Union County Career Center has opened, with offerings in the following areas: Air Conditioning, Heating and Refrigeration; Building Construction; Cosmetology; Basic Theory of Electricity; Graphic Communications; Maintenance Services; Masonry; Office Occupations; Power Mechanics; Beginning and Advanced Art; and Honors English.

(4) Efforts are being made to encourage non-project schools to infuse career education concepts into the academic curriculum, and CBC staff members are providing information and services to non-project schools.

(5) The CBC Project curriculum specialists have been invited to other areas of the state to speak on aspects of our exemplary project.

(6) Information from the Third-Party Evaluation Report for the CBC Project was requested by Wayne Dillon, Middle School Consultant, State Department of Public Instruction, for use in a meeting of the State Board of Education. The result of this meeting was that the State Board decided to accept funds for the study of a comprehensive plan for career education in North Carolina.

n. Problems - Implementation of Union County's Career Based Curriculum Project continues to be on schedule with no present complications.

o. Dissemination - Information concerning Union County Schools' CBC Project has been disseminated through local and state newspapers, U. S. Office of Education Publications, public appearances of the CBC Project director and staff, and through state and national distribution of its quarterly reports.

p. Data Collection and Evaluation - The School of Education, North Carolina State University, has again been selected to be the Third-Party Evaluator of Union County's Career Based Curriculum Project for the 1976-77 school year. The evaluators have formulated a comprehensive plan for data collection to measure student academic achievement, attitudinal change, and understanding of career education concepts.

q. Future Activities - During the next quarter, emphasis will be placed upon the following activities:

(1) Continued promotion of career education objectives.

(2) Continued inservice education for project school teachers under the direction of a newly-organized inservice planning committee.

(3) Continued development and evaluation of career education instructional materials, with emphasis on the secondary level.

(4) Continued review and purchasing of career education instructional materials for use in the project schools.

(5) Continued supervision of Career Center curriculum.

(6) Continued sharing of ideas with non-project schools.

(7) Planning for the dissemination of career education instructional materials developed by the CBC Project.

2. Tenth Quarter Activities and Accomplishments - October 1, 1976 - December 31, 1976

a. Inservice Education - The following activities were planned and implemented during the tenth quarter to assist teachers, counselors, media specialists, administrators, aides, and tutors in the continued implementation of the county's career education project.

(1) On October 4, 1976, Dr. Joseph R. Clary of N. C. State University met with Union County Career Center staff members at 2:45 p.m. and the Union County Board of Education at 7:00 p.m. to present the findings, conclusions, and recommendations of the Third-Third-Party Evaluation Team. Similar reports had been given in each other project school by Dr. Clary and/or project staff members.

(2) The CBC Project Inservice Planning Committee met on October 5, 1976, from 3:30 to 5:30 p.m. in the Media Center of the Union County Courthouse. During this meeting representative teachers and principals from each project school cooperatively established inservice priorities for the three levels of the CBC Project. The framework for establishing the priorities included the following points of consideration:
(a) Needs indicated by the Third-Party Evaluation Report
(b) Inservice needs expressed by teachers at the June 16 Planning and Evaluation Workshops
(c) Suggestions from Dr. E. Paul Hammack, Superintendent, and other staff members
(d) Suggestions and directives from Miss Ellen Lyles, Program Officer, U. S. Office of Education, Atlanta, Georgia
(e) Interests expressed by outside sources
(f) Considerations of importance to committee members
All activities were planned in accordance with project process and product objectives.

(3) Myrna Hilton, Director of Pupil Personnel Services, Kate Faulkner, Elementary and Middle School Curriculum Specialist, CBC Project, and Gail Latham, CBC Project Director, met with the following persons of the State Department of Public Instruction in Raleigh, N. C.,

on October 11 to discuss plans for a series of workshops on Self Awareness and Self Concept Development: Thelma C. Lennon, Director, Division of Pupil Personnel Services; Dudley E. Flood, Assistant State Superintendent, Human Relations and Student Affairs area; Lee W. Grier, Director, Division of Human Relations; Edward Eugene Causby, Assistant State Superintendent, Personnel Relations and Public Affairs; Richard R. Schumacher, Consultant, Elementary Guidance, Division of Pupil Personnel Services. The workshops were planned for October 28, 1976, for the elementary level and November 24, 1976, for the high school and middle school levels. The consultants agreed to make the workshops activity-oriented and to present examples of self-exploration activities appropriate to the different subject areas. Special emphasis was to be given at the secondary level to the process of decision making.

(4) On October 28, 1976, at 9:30 a.m., Gail Latham, CBC Project Director met with the Planning Team for Union County to review inservice plans and priorities and receive input from the principals and central office staff members.

(5) A workshop on the topic of Self Awareness and Self Concept Development was sponsored at each elementary project school on October 28, 1976, from 2:30 to 5:00 p.m. The workshops were planned in cooperation with Bill Stegall, Director of Instruction, and Myrna H. Hilton, Director of Pupil Personnel Services for Union County. All elementary professional personnel from each high school district were invited to attend. Workshop leaders included:

- (a) Mr. Dudley E. Flood, Assistant State Superintendent, Human Relations and Student Affairs Area, State Department of Public Instruction, who conducted activities for personnel from the Forest Hills High School District on getting to know one another, understanding self and others, self actualization, and dealing with values;

- (b) Dr. Richard R. Schumacher, Consultant, Elementary Guidance, Division of Pupil Personnel Services, State Department of Public Instruction, who led participants from the Parkwood High School District through a series of activities illustrating assessment of class climate, building self image, values clarification, and listening for feelings;

(c) Dr. Lee Grier, Director, Division of Human Relations, State Department of Public Instruction, who gave participants from the Sun Valley High School District information on defining self concept, determining positive or negative feelings about self, and promoting self image; Dr. Grier also gave each participant several handouts, including a bibliography on self concept, and presented the film "Johnny Lingo," which illustrates the importance of self concept to personal development; and

(d) Mr. Edward E. Causby, Assistant State Superintendent, Personnel Relations and Public Affairs, State Department of Public Instruction, who talked with workshop participants from the Piedmont High School District about dealing positively with people, dealing with change, building on strengths, information systems, and decision making.

The workshops were planned to help all professional personnel, including teachers, administrators, guidance counselors, media specialists, tutors, and aides, to become more sensitive to the needs of others and to learn methods for using the principles of self-awareness and self-concept development to strengthen the academic and personal growth of students.

(6) Teachers and administrators associated with Union County Schools' Career Based Curriculum Project were invited to participate in a series of industrial tours arranged by Nat Greene, Executive Vice President of the Union County Chamber of Commerce. The purpose of the tours, which were scheduled for Friday, October 29, was to provide educators with opportunities to learn more about local career options and observe examples of the following career education concepts: interdependence of workers; characteristics of successful work behavior; personal, social, and career values; decision-making and planning skills; and the relationship of academic skills to the world of work. Industries hosting the tours included: Acme Nameplate and Mfg. Inc.; Alisa Inc.; Myers Dairy; Eaton Corporation, Monroe, Plant; Springs Mills Inc.; Trophy Brand Nuts Inc.; Dickerson Inc. Gen. Contractors; Kendrick Brick Division of Boren Clay Products Co.; and Teledyne Allvac. approximately fifty educators participated.

(7) On Tuesday, November 2, 1976, Gail F. Latham, CBC Project Director, met with Bill W. Stegall, Director of Instruction, and Audrey D. Bales, Director of the Educational Media Center, to discuss plans for a series of workshops for representative personnel from each school on the use of the videotape equipment.

(8) An exchange visitation program was introduced to the elementary and middle school principals at their regular meeting on November 4, 1976. Gail Latham, Project Director, explained to the non-project principals that project schools will be open for visitation on a one-half day basis. Interested professional personnel were invited to contact the project principal of their choice to make final arrangements.

(9) Self-Awareness and Self-Concept Development workshops for all high school and middle school personnel were conducted on November 24, 1976. Consultants and basic content are indicated below.

(a) Mr. Gene Causby, Assistant State Superintendent, Personnel Relations and Public Affairs Area, spoke to professional personnel of the Piedmont district on the importance of positive input, building strengths, learning to make decisions, and adapting to change. He stressed that relationships depend a great deal on the ability to maintain an open attitude and learn as much as one can about others.

(b) Mr. Odell Watson, Assistant Director, Division o of Human Relations, State Department of Public Instruction, substituted in the Sun Valley district for Thelma Lennon, who was unable to serve due to the critical illness of her mother. Mr. Watson stressed the importance of trust and sharing and led the group in activities which emphasized the giving of focused attention and recognition of uniqueness.

(c) Dr. Mary Thomas Burke, Professor of Human Development and Learning, University of North Carolina at Charlotte, conducted sessions in both the Parkwood and Forest Hills Districts. Her major points included: (1) identifying problems students will face in the future and qualities needed to face these problems; (2) conditions that build self concept; (3) the uses of time; (4) qualities of self esteem; and (5) setting realistic goals.

(10) On December 16 and 17, Myrna Hilton, Director of Pupil Personnel Services, Karen Williams, Career Based Curriculum Project Specialist, and Emily Hardy, Career Center Guidance Counselor, coordinated a workshop to train the secondary counselors in the use of the Life Career Development System, which includes the following topics: exploring self, determining values, setting goals, expanding options, overcoming barriers, using information, working effectively, enhancing relationships, and creating futures. The Life Career Development System (LCDS) is a total career development system for infusion into an existing career education or counseling program. It provides from 35-60 hours of planned, sequential experiences and can be customized to adapt to a variety of settings as well as to fit into a quarter, semester, or year. The LCDS is presently used in secondary schools, community colleges, universities, and adult agencies in 24 states. Mrs. Williams and Mrs. Hardy received special training for presenting the program at a Facilitator's Training Workshop sponsored by Human Development Services, Inc., of Ann Arbor, Michigan.

b. Guidance and Counseling Activities - An extensive program of guidance and counseling activities from kindergarten through grade twelve is continuing as described in Section I.1.b. The Career Center counselors are continuing to assist Career Center teachers with the incorporation of career education concepts into the instructional program. They work cooperatively with the secondary curriculum specialist to analyze the monthly recording forms and report the findings to the faculty.

The counselors are preparing a slide-tape presentation and a brochure for each Career Center course, which will be presented to secondary students in preparation for spring registration.

The counselors have worked with members of the central staff, the Career Center principal, and SDPI personnel in preparation for implementation of the Extended School Day Program, a program designed primarily for students who left high school before graduating. To gain a better understanding of the Extended Day concept, the counselors visited the Charlotte-Mecklenburg Extended Day Program on December 9, 1976, and attended a state-wide clarification meeting in Statesville, N. C., on December 15, 1976.

The counselors have planned a program for identifying and working with potential dropouts in the four high schools and the Career Center. Meetings with counselors, administrators, and CBC staff members resulted in an instrument for identifying potential dropouts, which has been administered to all ninth graders in the school system. The Life Career Development System, developed by Human Development Services, Inc., in Ann Arbor, Michigan, has been selected as a tool to be used in working with those students identified by the instrument.

On October 18-20, 1976, the following CBC staff members visited the Florida Career Education Consortium to gain information about placement programs: Bobbie Brown and Emily Hardy, Career Center Counselors; Gail Latham, Project Director; and Karen Williams, Secondary Curriculum Specialist. This information was utilized in developing and adapting forms for the Career Center placement program. These forms as well as the instrument for identifying potential dropouts are shown on the following pages.

UNION COUNTY CAREER CENTER
600 CAREER CENTER DRIVE
MONROE, NORTH CAROLINA 28110

Request for Student Job Placement Services

The Student Placement Office is compiling a list of students seeking employment. This list will be furnished to local business and industry, and it will serve as a data base for placement efforts during the spring. Please complete the following questions, sign, and return to the guidance office as soon as possible. (Please Print)

Name ______________________________ Home High School ____________________
FIRST INITIAL LAST

Address ______________________________ Age (nearest birthday to June 1) ____________

Town (P.O.) ______________________________ Parent(s) Name ____________________
FATHER MOTHER

Height ____________ Weight ____________ Sex ______ Driver's Liscense? Yes ☐ No ☐

Vocational Course(s) To be completed (as of June) Please list:

Office occupation students indicate major.	____________________	No. of yrs.
Count agric. or Home Ec. as one year;	____________________	No. of yrs.
otherwise, "No. of years" are years in	____________________	No. of yrs.
which you spent at least two class periods	____________________	No. of yrs.
for 180 days (360 hours, 2 units=1 year)	____________________	No. of yrs.

When do (did) you graduate from high school? (Date) ______________________________

From which high school do (did) you graduate? ______________________________

Do you have any physical condition which may restrict your work? Yes ☐ No ☐
If yes, please explain ______________________________

How would you describe your general health? Excellent ☐ Good ☐ Fair ☐ Poor ☐

How would you describe your ability to:

Write what you are thinking?	Excellent ☐	Good ☐	Fair ☐	Poor ☐
Speak what you want to say?	Excellent ☐	Good ☐	Fair ☐	Poor ☐
Understand scientific-technical writing?	Excellent ☐	Good ☐	Fair ☐	Poor ☐
Compute fractions, percentages, math problems?	Excellent ☐	Good ☐	Fair ☐	Poor ☐
Work with other people?	Excellent ☐	Good ☐	Fair ☐	Poor ☐

What kind of work do you really want to do? 1. ____________

What other type of jobs would you be willing to take?

2. ____________

3. ____________

4. ____________

Do you want full-time only ____________ part-time only ____________ full or part-time ____________

Please rate your feelings about the following:

TYPE OF WORK:	GREAT	OK	GOOD	NOT SO GOOD	NEVER
Mechanical work					
Electrical work					
Office work					
Construction work					
Sales & merchandising					
Industrial machine operator					
Health care or nursing					
Food service					
Child care					
HOURS OF WORK:					
8 a.m. - 4 p.m.					
4 p.m. - 12 mid.					
12 mid. - 8 a.m.					
8 a.m. - 12 noon					
12 noon - 4 p.m.					
4 p.m. - 8 p.m.					
8 p.m. - 12 mid.					
PLACE OF WORK:					
in Monroe					
in Union County					
within 50 mile radius					
in North Carolina					

What are your educational plans? Do you plan to take additional training at any other schools or colleges?

What specific vocational skills do you have? (You may ask your vocational teacher(s) to help you list correct titles — for example: typing, bookkeeping, front end alignment, radio-TV repair, housewiring, 20-inch bandsaw operator, stick electrode welder, etc.)

When could you start to work?
(immediately, 2 weeks after graduation, etc., or specify date)

Full-time ____________
Part-time

STATEMENT OF RELEASE

Yes, I request the services of the Union County Career Center in helping me to find a job, and I hereby release the above information and such other information as may be furnished by the professional staff to enable the center to assist me in job placement. I understand that such information may include instructor's recommendations, grades, attendance records and performance evaluation. I understand such information will be treated in confidence, except the list of program graduates, given to potential employers.

Date ____________

Signed: ____________
full signature

CENTER USE ONLY

Date received in office ________________________________

Referred to: ________________________________ Date __________

Referred to: ________________________________ Date __________

Employed by: ________________________________ Date __________

Employed by: ________________________________ Date __________

Instructor's comments and recommendations ________________________________

Placement coordinator's comments ________________________________

UNION COUNTY CAREER CENTER

OCCUPATIONAL PLACEMENT

MR.
MRS.
MS. ____________ ____________ ____________ , YOU HAVE A JOB INTERVIEW

SCHEDULED FOR ____________ WITH MR./MS. ____________
Time, Date

OF ________________________________
Company

LOCATED AT ________________________________
Address

PLEASE BE PROMPT, COURTEOUS AND NEAT. GIVE THE EMPLOYER THE OTHER SIDE OF THIS CARD, WHICH MUST BE RETURNED TO THE PLACEMENT OFFICE AT THE CONCLUSION OF THE INTERVIEW.

DEAR EMPLOYER:

WE HAVE SENT MR./MRS./MS. ________________________________

TO SEE YOU REGARDING THE JOB YOU RECENTLY ADVERTISED WITH US. YOUR ANSWERS TO THE FOLLOWING QUESTIONS WILL BE APPRECIATED.

____________ ____________ ____________ WAS INTERVIEWED ON ____________
Applicant Date

THE RESULTS OF THE INTERVIEW ARE AS FOLLOWS:

☐ HIRED COMMENTS: ________________________________

☐ PENDING ________________________________

☐ NOT HIRED ________________________________
Signed

JOB OPENING

DATE NOTIFICATION WAS RECEIVED ____________________

COMPANY NAME ____________________

ADDRESS ____________________

TEL. NO. __________ CONTACT: __________

JOB DESCRIPTION ____________________

____

____

HRS. __________ SALARY: __________

DAYS ____________________ MALE ☐ FEMALE ☐

REFERRED	DATE	REMARKS

EMPLOYMENT PLANNING CHECK LIST

The kind of work you do may to a great extent determine your income, hours of work and leisure, friends and associates, position in your community, where you live, and your happiness in general.

Most people agree that finding the right job is important. This requires planning. The Employment Planning Check List is designed to help you with the first step--identifying significant problems.

Filling out the Check List may help you in planning your career whether or not you return it to the Employment Counselor. Completion of the Check List is voluntary. It is not required to receive services.

DIRECTIONS

Please complete the following statements by checking appropriate blocks. You may check as many answers as you wish. It is best to work rapidly. Omit any item that does not apply to your situation. You are not required to answer any question unless you wish to do so.

PROBLEMS IN PLANNING MY JOB FUTURE ARE:

( ) Interested in too many different fields
( ) Not strongly interested in any field
( ) Trying to choose from two or three possibilities
( ) Doubtful about job choice previously made
( ) Haven't given it much thought yet

( ) Not sure my ability matches my ambition
( ) Getting suitable education or training
( ) Deciding what offers the best future
( ) Lack information on job requirements
( ) Deciding whether to move to another area

( ) Lack of experience
( ) No openings
( ) Family opposed to what I want to do

( ) Employers won't hire because of my age
( ) Have physical handicap or health problem
( ) Difficulty in adjusting on the job
( ) Employers just won't give me a chance

( ) Other (please explain) ______________________________

IT MIGHT HELP ME PLAN MY JOB FUTURE TO HAVE:

( ) More information about job requirements
( ) More knowledge of my real interests
( ) A better idea as to my abilities
( ) Information about where to get training
( ) Help in planning my future education

( ) Up-to-date information of job trends
( ) Suggestions on where to apply for job
( ) Suggestions on how to apply for job
( ) Suggestions on how to keep a job

( ) Help with long-range career planning
( ) Suggestions on suitable occupations
( ) Interview with specialist in employment problems
( ) Opportunity to take an interest test or inventory
( ) Aptitude tests to predict my success in various jobs

( ) Materials to read on different occupations
( ) Talks with successful workers in various jobs
( ) Group discussions with others having same problems
( ) The professional assistance of an Employment Counselor
( ) More information about counseling services

( ) Other (please explain) ______________________________

Date______________________ Signature______________________

Tel.______________________ Address______________________

COMPANY SURVEY FORM

Date____________________

Name of Company____

Address____

Phone Number_________________

Personnel Director____

Kind of work your company does______________________________________

____

_____________I can use students as employees

_____________Sorry, unable to use students in my company

If your company can use students as employees:

What kind of employees do you need:

____

____

____

Approximate hours______________________________

____

Approximate wages______________________________

Date Needed____________________________________

Is public transportation available?____________

MAY I COME AND TALK WITH YOU ABOUT THE JOB PLACEMENT PROGRAM?

_______Yes

_______No

FRESHMAN INVENTORY

Name ______________________ **School** ______________________

Grade __________ **Age** __________ **Homeroom Teacher** __________

Study Hall: Period ______________ **Teacher** ______________

* * * * * * * * * * * * * * * * * * *

Please read each statement, and then think about whether or not it describes the way you think you are. If most of the time it's like you, circle "Yes;" if not, circle "No." If you do not wish to answer some questions, you may choose to leave them blank.

1. I feel that I know how to study pretty well. Yes No
2. Some people want me to leave school before I graduate. Yes No
3. My parents are pretty interested in my activities. Yes No
4. I sometimes feel excited about my success in school. Yes No
5. In general, I dislike school this year. Yes No
6. My plans for a career (what to do and how to get into it) are unclear or undecided. Yes No
7. Education is a big key to my future success. Yes No
8. I feel "different" from others my own age. Yes No
9. People often just don't understand me. Yes No
10. My friends and family think I'm an important person. Yes No
11. I often have trouble doing things I'm expected to do. Yes No
12. I feel my life would be much better if I could stop going to school. Yes No
13. I feel about as smart and capable as others around me. Yes No
14. Even when I'm around other people, I often feel lonely. Yes No
15. My closest friends intend to graduate from high school. Yes No
16. When things go wrong, I usually want to give up. Yes No
17. Life seems mighty hard to me much of the time. Yes No
18. I'm usually as happy as others seem to be. Yes No
19. One of my biggest plans before I graduate is to get a job so I can have a car. Yes No
20. Graduating from high school is an important part of my future plans. Yes No

The most important things to me now are ______________________

____

In five years I expect to be ______________________

____

Concerning careers, my parents want me to ______________________

______________________. I want to ______________________

____

Would you like to be in a group which meets to help you think things over and decide on things? Yes No Maybe

Fall 1976

c. In-School Activities Involving CBC Project Curriculum Specialists and Project School Staffs -

(1) Elementary Level - Teachers, principals, librarians, counselors, aides, and students continue to incorporate the goals of the CBC Project into their curriculum. They do this by the process objectives which include field trips, resource persons, role-playing, individual projects, group projects, class discussions, reading, research, bulletin boards, interviews of workers, etc.

Inservice activities have been planned and offered by the CBC Project to the principals, teachers, counselors, librarians, and aides in the forms of tours of industries and self awareness workshops. A large percentage of elementary personnel participated and their evaluations were extremely positive.

A visitation program is now underway in which non-project teachers in the county may visit the Career Based Curriculum Project schools for the purpose of observing career education activities. Substitute teachers are being paid by the project.

Instructional materials have been ordered for the project schools and are being processed and used by school personnel.

(2) Middle School Level - The middle school curriculum specialist continues to assist the project director in planning and administering project activities which affect the middle project schools. She continues to work with the school personnel to effect horizontal and vertical continuity and articulation of the instructional program. She has planned for the expenditure of the monies provided for instructional materials.

The career academic teachers are integrating the concepts of career education using the process objectives as indicated on their monthly recording forms to obtain the product objectives. The career exploration teachers continue to explore the fifteen occupational clusters as formulated by the U. S. Office of Education.

A large percentage of middle school personnel participated in the tours of industries and the self awareness workshops offered by the CBC Project. The evaluations indicated excellent response.

(3) Secondary Level - With the assistance of the curriculum specialist, professional personnel at the secondary level have continued to implement the process and product objectives of the Career Based Curriculum Project. They have also participated in inservice education and curriculum development as well as planned for future activities in these areas.

At the CBC Project Inservice Planning Committee Meeting on October 5, 1976, secondary representatives determined that workshops correlating career education and subject matter and dealing with curriculum development were needed for teachers in the following fields: English, foreign language, math, physical education, science, and social studies. A workshop in decision-making or representatives from each high school and the Career Center was also recommended.

On November 18, 1976, the secondary curriculum specialist was the featured speaker at the monthly meeting of the Union County home economics teachers. She presented a variety of activities which teachers could utilize in their classes. The activities primarily related to the product objectives of increasing self-awareness, developing and/or clarifying values, and improving decision-making and problem-solving skills. She is working with interested home economics teachers on the development of additional activities.

Mary B. Conway, a science teacher at Sun Valley High School, has compiled an extensive list of local resource speakers who will relate career education concepts to scientific subject areas. The booklet, which is entitled "Taking Science from the Classroom into the World of Work," has been distributed to all science teachers at the secondary level in the school system.

Teachers at the Career Center have become involved in cooperatively planning career education activities. Graphic Communications I, Maintenance Services, and Office Occupations teachers have worked together on a unit concerning the job application process, particularly interview appearance and behavior. Cosmetology I and Office Occupations teachers have cooperated on a personal appearance unit, and Honors English and Office Occupations teachers on a grammar unit.

The secondary curriculum specialist has worked closely with the Union County Schools' Department of Pupil Personnel Services in developing a plan for identifying and working with potential dropouts, a detailed explanation of which has been presented in the report of counseling activities.

At each of the four high schools and the Career Center, the teachers have been recording on a daily basis which process and product objectives they have met. The recording forms have been collected on a monthly basis. Administrators and counselors in cooperation with the secondary curriculum specialist have analyzed the forms and reported the findings to the teachers in memoranda. The responses on the recording forms for the second and third school months indicate that teachers have concentrated on improving decision-making and problem-solving skills, a product objective the third-party evaluators have cited as needing special emphasis this year. Another product objective receiving a large number of responses was increasing self-awareness. Both improving decision-making and problem-solving skills and increasing self-awareness were primary thrusts of the self-awareness and self-concept development workshops attended by secondary administrators, counselors, and teachers on November 24, 1976. Following are the teacher recording form and a sample memorandum.

UNION COUNTY SCHOOLS'
CAREER BASED CURRICULUM PROJECT

NAME: ____________________ POSITION: ____________________

SCHOOL: ____________________ SCHOOL MONTH: ______________

PROCESS OBJECTIVES

1. COMMUNITY RESOURCES (FIELD TRIPS, RESOURCE SPEAKERS, ETC.).
2. USE OF AUDIO-VISUAL MATERIALS (SLIDES, FILMS, ETC.).
3. MAKING DISPLAYS, BULLETIN BOARDS, ETC.
4. STUDENT REPORTS (WRITTEN AND/OR ORAL).
5. READING ASSIGNMENTS AND CLASS DISCUSSION.
6. SMALL GROUP ACTIVITIES.
7. CORRELATION OF OCCUPATIONAL INFORMATION WITH ACADEMIC AREAS.
8. CREATIVE DRAMATICS (ROLE PLAYING, SKITS, ETC.).
9. INDIVIDUAL OR GROUP PROJECTS.
10. SPECIFIC JOB SKILL TRAINING.
11. DECISION-MAKING ACTIVITIES.
12. INTERVIEWS WITH WORKERS AND OTHERS.
13. INDIVIDUAL OR GROUP TEACHER-STUDENT CONFERENCES.
14. DISCUSSION OF POST-SECONDARY PLANS (OR IMPLICATIONS) WITH INDIVIDUAL STUDENTS OR GROUP.
15. CONFERENCES WITH PARENTS.
16.

1	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20

PRODUCT OBJECTIVES

A. INCREASE SELF-AWARENESS.
B. DEVELOP AND/OR CLARIFY VALUES.
C. CULTIVATE SENSE OF RESPONSIBILITY.
D. IMPROVE DECISION-MAKING AND PROBLEM-SOLVING SKILLS.
E. IMPROVE INTERPERSONAL SKILLS.
F. DEVELOP WORK ATTITUDES.
G. RECOGNIZE NEED FOR FLEXIBILITY.
H. RECOGNIZE SCHOOL-WORK RELATIONSHIPS.
I. DEVELOP SENSE OF NEED FOR CONTINUING EDUCATION.
J. DEVELOP JOB ENTRY LEVEL SKILLS.
K. RECOGNIZE EDUCATION/CAREER OPPORTUNITIES.
L. RECOGNIZE WORK-LIFE STYLE RELATIONSHIPS.
M. DEVELOP EFFECTIVE USES OF LEISURE TIME.
N. DEVELOP SKILL IN SEEKING AND SECURING A JOB.
O. MASTER BASIC COMMUNICATION AND COMPUTATION SKILLS.
P. DEVELOP COPING SKILLS.
Q.

TO: ALL FACULTY MEMBERS

FROM: J. E. HOGAN, GWEN BAUCOM, KAREN WILLIAMS

SUBJECT: CBC RECORDING FORMS

DATE: DECEMBER 7, 1976

During the third school month, you have continued to meet a wide variety of process and product objectives with a significant increase in developing coping skills, the objective about which we were concerned last month.

Receiving the highest number of responses this month were cultivating a sense of responsibility, developing work attitudes, and increasing self-awareness. Mastering basic communication and computation skills and improving decision-making and problem-solving skills were also high.

The lowest number of responses was in the area of developing effective uses of leisure time. Please be reminded that this objective is often met through club, athletic, and other extracurricular activities.

The recording forms for the fourth school month are due on January 3. Thank you for taking the time to record some of the things you are accomplishing in your classes.

d. High Point Counselor Visits CBC Project - Gail Harris, Occupational Information Counselor, High Point Public Schools, Drop Outs Stamped Out Program, visited Union County's Career Based Curriculum Project on October 15, 1976, to review curriculum materials and information.

e. CBC Project Personnel Visit Florida Career Education Consortium Project - Dr. Jack Dale, Placement and Follow-up Specialist of the State of Florida Career Education Consortium, made arrangements for Karen Williams, CBC Project Secondary Curriculum Specialist, Gail Latham, Project Director, and Bobbie Brown and Emily Hardy, Career Center Counselors, to visit the project in Bradenton, Florida, on October 18-20. The purpose of the visit was to survey placement practices within the consortium in order to gather ideas for developing a placement program. The visit included interviews with Dr. Mary Greene on the secondary guidance program, Dr. Dale Melton on career education and the community, and Dr. P. C. Wu on inservice education. The group also met with the following placement directors: Paul Cultrera, Manatee Junior College; Nunzie Marinelli, Manatee County Schools; Jim Preston, Sarasota Placement and Followup; and Hilliary Smits, Sarasota County Vocational Technical School. Contacts were also made with Dr. John Pelletti and Donna Groh of the Sarasota career education staff and Dr. Jim Selman, Consortium Project Manager. The visit provided a comprehensive orientation to many aspects of placement.

f. Review of Evaluation Design - On Friday, October 22, 1976, Gail Latham, CBC Project Director, and Kate Faulkner, Elementary and Middle Grades Curriculum Specialist, met in Raleigh, North Carolina, with Dr. Barbara Parramore and Dr. Walter Cox of the Third-Party Evaluation Team to review and discuss the proposed evaluation design and events for 1976-77. Plans were made for final data collection.

g. Career Center Dedication - The Dedication of the Union County Career Center took place on Sunday, October 31, 1976, at 2:00 p.m. Robert G. Miller, Partner and Design Architect of Ferebee, Walters, and Associates, A. I. A., presented the building, which was accepted by the following representatives: Edith E. Perry, Chairman, Union County Board of Education; Parker Helms, Advisory Committee Member; Ronnie Phillips, Student; Myrtle Kiker, Teacher; and Billy Tyson, Principal. The keynote address was delivered by Dr. A. Craig Phillips, Superintendent, North Carolina Department of Public Instruction. Dr. B. Paul Hammack, Superintendent of the Union County Schools, directed the program.

h. Introduction to Behavior Course - Isabelle Mims, Coordinator of Programs for Exceptional Children, informed those present at the November 4, 1976, Principal's Meeting of a new course being taught by Kim Mort, Director of the Exceptional Children Staff Development Center in Kannapolis, North Carolina. The course is titled "Introduction to Behavior--Its Problems and Its Management" and involves analysis of behavior problems and their prevention. Each participant will be required to keep a record of one child's behavior and plan a program for prevention of unacceptable behaviors. The course offers three quarter hours of credit. The text is William Glasser's *Schools Without Failure*. More than thirty teachers from project schools are participating.

i. Medical Arts and Sciences Advising Conference - Winthrop College in Rock Hill, South Carolina sponsored a Medical Arts and Sciences Advising Conference for high school students on Tuesday, November 9, 1976. Representatives from health programs such as medicine, dentistry, veterinary medicine, dietetics, and allied health fields responded to individual and group inquiries. Mary B. Conway, chemistry teacher from Sun Valley High School, scheduled the visit for interested students.

j. Commissioner's National Conference on Career Education - Karen Williams, Kate Faulkner, and Gail Latham of the Career Based Curriculum Project staff attended the Commissioner's National Conference on Career Education which was held in Houston, Texas on November 7-10. Keynote presenters at the conference were Dr. Sidney P. Marland, Jr., President, College Entrance Examination Board; Dr. T. H. Bell, Formerly U. S. Commissioner of Education, Presently Commissioner of Higher Education; Dr. Kenneth McFarland, Guest Lecturer, General Motors Corporation; Mr. Richard L. Terrell, Vice-Chairman of the Board, General Motors Corporation; and Peter Bommarito, President, United Rubber, Cork, Linoleum and Plastic Workers of America. The central theme of the conference was that of blending resources from business, labor, industry, education, and government to consider the preparation of youth for productive citizenship.

k. Professional Advisory Council Meeting - On November 22, 1976, Kate Faulkner, Past Chairman of the PAC and CBC Curriculum Specialist, reported to the Professional Advisory Council on the November 7-10 Commissioner's National Conference on Career Education, which she, Gail Latham and Karen Williams attended in Houston, Texas. Copies of Dr. Sidney Marland's keynote address were given to each member of the council with the suggestion that they be shared with all teachers and principals.

l. NCSCA Fall Conference - Six representatives from Union County's Department of Pupil Personnel Services attended the North Carolina School Counselor Association Fall Conference on November 11-13, 1976: Myrna Hilton, Director; Margaret E. Roberts, Piedmont Middle School; Bobbie M. Brown, Career Center; Emily V. Hardy, Career Center; Gwendolyn Baucom, Forest Hills High School; and Helen F. Winchester, East Union Middle School. Presentations in career counseling were conducted by Juanita N. Query, President Elect, NCSCA; Dallas Smith, ASCA Post-Secondary Vice President; and Dr. Robert W. Day, College of Education, University of Alabama.

m. Free Enterprise System Inservice Program - Karen Williams and Gail Latham of the CBC Project met with the Inservice Educational/Renewal Committee of the Chamber of Commerce on November 16, 1976, to participate in the planning of an inservice program on the free enterprise system. The program will involve twenty-five high school social studies teachers from the city and county schools. Eight industries have agreed to serve as learning sites for the series, which will offer 1.5 hours of renewal credit. Richard F. von Dorn, A. I. A., is chairman of the committee.

n. Visit to Winston-Salem Career Center - The following representatives from the Union County Schools visited the Winston-Salem/Forsyth County Career Center on either November 18 or December 8, 1976: Linwood Ward, Director of Occupational Education; L. J. Gann, Administrative Assistant; Gail Latham, CBC Project Director; Karen Williams, CBC Project Curriculum Specialist; and Billy Tyson, Principal, Carolyn Braswell, Media Specialist, and Bobbie Brown and Emily Hardy, Counselors, of the Union County Career Center. The purpose of the visit was to view the program and gather ideas on materials and resources. Bob Green, Principal, and Iris Officer, Counselor, hosted the visit.

o. LCDS Facilitator's Training Workshop - On November 20-22, 1976, Karen Williams, Secondary Curriculum Specialist for the CBC Project, and Emily V. Hardy, Career Center Counselor, attended a Facilitator's Training Workshop in Orlando, Florida, for the Life Career Development System, which consists of individual and group structured learning experiences. The workshop was sponsored by Human Development Services, Inc., of Ann Arbor, Michigan.

p. Business-Industry-Education Exchange Program - Gail Latham, CBC Project Director, participated in an orientation meeting for the Business-Industry-Education Exchange

Program which was conducted on November 30, 1976, by Linwood Ward, Director of Occupational Education, and Don Brannon, State Project Coordinator. Ten occupational education instructors will be involved in the program. Each will spend ten days in a work setting and will develop instructional materials and/or work skills appropriate for his subject area. The CBC Project staff has been invited to participate in the supervision of this program.

q. CBC Model Development - L. J. Gann, Administrative Assistant, and Bill W. Stegall, Director of Instruction, met with the CBC Project staff at 2:00 p.m. on Monday, December 6, 1976, to consider the content and format of the CBC Project Model. Plans are now underway for the completion of the model.

r. Visit to Monroe Middle School - The CBC Project staff visited Monroe Middle School on Tuesday, December 7, 1976, to share ideas on the Middle Grades Occupational Exploration Program. Joe Blanton, Principal, and Johnsie Hernig and Roy Trexler, occupational exploration instructors, were hosts for the visit.

s. Occupational Education Planning Council - On November 23 and December 15, 1976, Gail Latham, CBC Project Director, met with the Occupational Education Planning Council, which is directed by Linwood Ward, Director of Occupational Education. Major items of consideration were the Local Plan Development and Review Schedule, the Extended School Day Program, and recommended occupational education courses for 1977-78.

t. Florida Career Education Director Visits CBC Project - Dr. John Pelletti, Career Education Director of the Sarasota County Schools, visited the Career Based Curriculum Project of Union County on December 17, 1976. Dr. Pelletti met with the CBC Project staff to review community projects and visited with principals and counselors from representative schools for a review of the career guidance objectives. Dr. Pelletti also interviewed Dr. B. Paul Hammack, Superintendent; Linwood Ward, Director of Occupational Education; and L. J. Gann, Administrative Assistant.

u. Review of Explorer Programs - Gary Beus, local Director of the Explorer Programs of the Boy Scouts of America, visited the CBC Project on December 20, 1976, to present a review of local Explorer Posts and activities. He requested and received input from the CBC staff on the correlation of Exploring Programs with student interests and secondary course offerings.

v. Equipment Purchased - No equipment was purchased during the tenth quarter of the CBC Project.

w. Significant Findings and Events - The end of the tenth quarterly reporting period finds the implementation of Union County's Career Based Curriculum Project on schedule with the following significant findings and events noted:

(1) Twelve inservice career education workshops have been successfully completed for CBC Project teachers, administrators, counselors, tutors, aides, and media specialists during the tenth quarterly reporting period. Professional personnel from non-project schools have been involved in many of these workshop experiences.

(2) Teachers and administrators at all grade levels in all project schools are engaged in a wide variety of career education activities as they strive toward the accomplishment of CBC Project objectives.

(3) Each project school has developed a plan for accommodating visitors and sharing ideas on successful career education practices.

(4) A visitation program has been initiated to enable non-project professional personnel to visit project schools.

(5) Initial curriculum outlines for each Career Center course have been developed and are in the process of being revised.

(6) Lee Little, social studies and visual arts instructor of Forest Hills High School, and Keith Kiser, distributive education instructor of Sun Valley High School, are working with their classes to develop videotape presentations of local industries which may be used in the future for instructional purposes.

(7) Inservice priorities have been established for each instructional level and plans are being made for activities for the second semester.

(8) The CBC Project Director and curriculum specialists have been invited to other areas of the state to speak on aspects of our exemplary project.

(9) Dr. Bob Bairman of the Office of Career Education, U. S. Office of Education, has requested copies of the CBC Project Interim Reports for use in the preparation of a document on the subject of academic achievement in career education programs.

(10) The Union County Schools have been funded for an Extended School Day Program, which will be operated at the Union County Career Center.

x. Problems - Implementation of Union County's Career Based Curriculum Project continues to be on schedule. With the project nearing completion, it has occurred that persons whose positions will be terminated at the end of the project have sought permanent employment. Linda Corbett, elementary guidance counselor, has been replaced by Chaneta Davis. Laurie Travis, elementary counselor, will be transferred to a permanent position at Parkwood Middle School and replaced by Tiny Massie. Chuck Mims, career exploration teacher, has resigned as of January 17, 1977, and will also be replaced.

y. Dissemination - Information concerning Union County Schools' CBC Project has been disseminated through local and state newspapers, U.S. Office of Education Publications, public appearances of the CBC Project director and staff, and through state and national distribution of its quarterly reports.

z. Data Collection and Evaluation - Plans have been finalized for the collection of data by the Third-Party Evaluation Team of N. C. State University's School of Education. Academic achievement, attitudinal change, and understanding of career education concepts are the primary points of consideration.

aa. Future Activities - During the next quarter, emphasis will be placed upon the following activities:

(1) Continued promotion of career education objectives.

(2) Continued inservice education for project school teachers under the direction of the inservice planning committee.

(3) Continued development and evaluation of career education instructional materials, with emphasis on the secondary level.

(4) Continued review and purchasing of career education instructional materials for use in project schools.

(5) Continued supervision of Career Center curriculum.

(6) Continued sharing of ideas with non-project schools.

(7) Planning for the dissemination of career education instructional materials developed by the CBC Project.

(8) Refinement of plans for placement and dropout prevention.

3. Eleventh Quarter Activities and Accomplishments - January 1, 1977 - March 31, 1977

a. Inservice Education - The following activities were planned and/or implemented during the eleventh quarter to assist project participants in the continued implementation of the county's career education project.

(1) The evaluation forms received from participants of the December 16 and 17 Life Career Development System Workshop indicated a high degree of success in the following areas: (1) appropriateness of content; (2) style and clarity of presentation; (3) correlation with teaching objectives; and (4) freedom from cultural, sexual, or racial bias. The workshop was planned to train counselors in the use of the Life Career Development System for implementation in group counseling and in a special course designed for potential dropouts.

(2) The exchange visitation program for non-project school personnel was continued through the eleventh quarter. Teachers, administrators, and aides from eleven schools were invited to visit CBC Project schools to observe career education methods and materials.

(3) The CBC Project assisted in the planning of workshops for principals, librarians, and CBC staff members on the use of videotape equipment. The workshops were sponsored by Mrs. Audrey Bales, Director, Educational Media Center, Union County Schools, and were conducted on January 11 and 12, 1977, by Bill Pendergraft, Consultant, School Media Programs Section, State Department of Public Instruction. Twenty-six people participated. Each school now has at least one person who has been trained in the use of the equipment for instructional purposes.

(4) Interested teachers from project schools are participating in a three-day workshop series on the teaching of exceptional children, which is being sponsored by Isabelle Mims, Coordinator of Programs for Exceptional Children. Taught by Kim Mort, Director of the Exceptional Children Staff Development Center in Kannapolis, North Carolina, the course features special emphasis on: (1) counting behaviors; (2) making children aware of the consequences of behaviors; (3) using praise to shape behavior; and (4) developing group communication skills. Fourteen teachers from project schools have enrolled. The courses have been scheduled at various times throughout the months of March and April.

(5) Myrtle Kiker, Honors English Instructor of the Union County Career Center, is currently conducting an inservice series on identifying and teaching the gifted and talented. The course began on March 16 and has been scheduled for five consecutive Wednesday afternoons from 3:30 to 5:30 p.m. Sixteen project teachers are participating.

(6) A series of tours of five local industries has been planned for project teachers who wish to participate. Industrial personnel have been informed of project goals and strategies so that the tours could be oriented to our objectives. The schedule has been established as follows:

Acme Nameplate and Manufacturing (metal products)
  Tuesday, March 22, 1977, 3:30-4:30 p.m.
Eaton Corporation, Lock and Hardward Division
  Tuesday, March 29, 1977, 3:30-4:30 p.m.
MaLeck Industries, Inc. (wood products)
  7:15-8:15 a.m., Tuesday, April 5
  3:45-4:45 p.m., April 5, 6, and 7
Alisa, Incorporated (textiles)
  Tuesday, April 12, 1977, 3:30-4:30 p.m.
r. p. Scherer Southeast Corporation (pharmaceutical products), Tuesday, April 19, 3:30-4:30 p.m.

(7) In accordance with the priorities established by the CBC Project Inservice Planning Committee, workshops for the remainder of the school year have been planned as indicated on the survey form shown on the following pages. Teachers from both project and non-project schools have been invited to participate.

UNION COUNTY BOARD OF EDUCATION
P.O. BOX 499 289-5511
MONROE, NORTH CAROLINA 28110

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MEMO TO: All Teachers and Principals

FROM: Career Based Curriculum Project Staff

SUBJECT: In-Service Opportunities for the Remainder of the Year

DATE: March 25, 1977

Career Based Curriculum Project in-service education opportunities for the remainder of the school year are listed below. Please sign up for the one or ones in which you plan to participate. Please remember that cumulative credit will be given for CBC in-service experiences for the school year as follows:

Class hours	Continuing education units
10	1.0
15	1.5
20	2.0

No credit will be awarded for fewer than ten hours of total participation.

DATE: Thursday, April 28, 1977 TIME: 3:30 - 5:30 p.m.
CLASS HOURS: 2 PLACE: Career Center Media Center

CONSULTANT: Dr. Charles Harper, Department of Curriculum Development, N. C. State University
TOPIC: Social Studies and Career Education

ELIGIBLE PARTICIPANTS: Secondary and middle school administrators and social studies teachers

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DATE: Tuesday, April 12, 1977 TIME: 3:30 - 5:30 p.m.
CLASS HOURS: 2 PLACE: Career Center Media Center

CONSULTANT: Dr. Mary Thomas Burke, Professor, College of Human Development and Learning, UNC-Charlotte
TOPIC: Assertiveness and Self Image

ELIGIBLE PARTICIPANTS: All school personnel

DATE: Thursday, April 14, 1977 TIME: 9:00 a.m. - 3:00 p.m.
CLASS HOURS: 5 PLACE: Media Center, Courthouse

CONSULTANT: Dr. Lee Grier, Director, Division of Human Relations, State Department of Public Instruction
TOPIC: Decision-Making

ELIGIBLE PARTICIPANTS: All secondary teachers, administrators, and counselors (limit five per school--substitutes to be paid by CBC)

DATE: Thursday, April 14, 1977 TIME: 3:30 - 5:30 p.m.
CLASS HOURS: 2 PLACE: Career Center Media Center

CONSULTANT: Doc McCulloch, Art Consultant, Division of Cultural Arts, State Dept. of Public Instruction
TOPIC: Career Education and the Art Curriculum

ELIGIBLE PARTICIPANTS: Art teachers and other interested teachers, K-12

DATE: Monday, April 18, 1977 **TIME:** 3:30 - 5:30 p.m.
CLASS HOURS: 2 **PLACE:** Career Center Media Center

CONSULTANT: Ruth Jewell, Music Consultant, Division of Cultural Arts, State Dept. of Public Instruction
TOPIC: Career Education and the Music Curriculum

ELIGIBLE PARTICIPANTS: Music teachers and other interested teachers, K-12

DATE: Monday, April 18, 1977 **TIME:** 3:00 - 5:00 p.m.
CLASS HOURS: 2 **PLACE:** Media Center, Courthouse

CONSULTANT: Dr. Charles Harper, Department of Curriculum Development, N. C. State University
TOPIC: Social Studies and Career Education

ELIGIBLE PARTICIPANTS: All elementary teachers and principals

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DATE: Wednesday, April 20, 1977 **TIME:** 3:30 - 5:30 p.m.
CLASS HOURS: 2 **PLACE:** Career Center Media Center

CONSULTANT: Jon Launt, Instructor, Communications Department, Central Piedmont Community College
TOPIC: Writing Skills Required in Today's Colleges

ELIGIBLE PARTICIPANTS: All secondary and middle school language arts teachers and administrators

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DATE: Thursday, April 21, 1977 **TIME:** 3:30 - 5:30 p.m.
CLASS HOURS: 2 **PLACE:** Career Center Media Center

CONSULTANT: L. Gerard Toussaint, Consultant, Division of Languages, State Dept. of Public Instruction
TOPIC: Career Education and the Teaching of Foreign Languages

ELIGIBLE PARTICIPANTS: All administrators and foreign language teachers

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DATE: Friday, April 22, 1977 (workday) **TIME:** 9:00 a.m. - 3:00 p.m.
CLASS HOURS: 5 **PLACE:** Career Center Media Center

CONSULTANT: Debra V. McGlohon, State Coordinator for Career Education, State Dept. of Public Instruction
TOPIC: Career Education Curriculum Development

ELIGIBLE PARTICIPANTS: All secondary personnel

DATE: Monday, April 25, 1977 **TIME:** 3:30 - 5:30 p.m.
CLASS HOURS: 2 **PLACE:** Career Center Media Center

CONSULTANT: Sally Innes, Science Teacher, McClintock Junior High, Charlotte
TOPIC: Reading and Career Education in the Science Curriculum

ELIGIBLE PARTICIPANTS: All secondary and middle school principals and science teachers

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DATE: Tuesday, April 26, 1977 **TIME:** 3:30 - 5:30 p.m.
CLASS HOURS: 2 **PLACE:** Media Center, Courthouse

CONSULTANT: Dr. Mary Thomas Burke, Professor, College of Human Development and Learning, UNC-Charlotte
TOPIC: Decision-Making and the Development of Self-Concept

ELIGIBLE PARTICIPANTS: All school personnel

DATE: Tuesday, May 3, 1977
CLASS HOURS: 2
TIME: 3:30 - 5:30 p.m.
PLACE: Career Center Media Center

CONSULTANT: Cleo M. Meek, Assistant Director, Division of Mathematics, State Department of Public Instruction

TOPIC: Career Education and the Math Curriculum

ELIGIBLE PARTICIPANTS: All secondary and middle school principals and math teachers

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DATE: Thursday, May 5, 1977
CLASS HOURS: 2
TIME: 3:30 - 5:30 p.m.
PLACE: Media Center, Courthouse

CONSULTANT: Susan Johnson, Consultant, Physical Education, Division of Health, Safety, and Physical Education, SDPI

TOPIC: Career Education and the Physical Education Curriculum, K-12

ELIGIBLE PARTICIPANTS: All administrators and teachers of health and physical education, K-12 (includes classroom teachers, K-6)

DATE: Monday, May 9, 1977
CLASS HOURS: 2
TIME: 3:00 - 5:00 p.m
PLACE: Career Center Media Center

CONSULTANT: Nedra Mitchell, Consultant, Division of Mathematics, State Department of Public Instruction

TOPIC: Career Education and the Elementary Math Curriculum

ELIGIBLE PARTICIPANTS: All elementary teachers and principals

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IF YOU HAVE ANY QUESTIONS, PLEASE CALL 289-5511, EXT. 218 or 324.

PLEASE INDICATE BELOW THE WORKSHOPS IN WHICH YOU PLAN TO PARTICIPATE AND GIVE THIS FORM TO ____________________ BY WEDNESDAY, MARCH 30, 1977.

☐ April 28, Social Studies and Career Education , 7-12

☐ April 12, Assertiveness and Self Image, K-12

☐ April 14, Decision-Making, 9-12

☐ April 14, Career Education and the Art Curriculum, K-12

☐ April 18, Career Education and the Music Curriculum, K-12

☐ April 18, Social Studies and Career Education, K-6

☐ April 20, Writing Skills Required in Today's Colleges, 7-12

☐ April 21, Career Education and the Teaching of Foreign Languages, 9-12

☐ April 22, Career Education Curriculum Development, 9-12

☐ April 25, Reading and Career Education in the Science Curriculum, 7-12

☐ April 26, Decision-Making and the Development of Self-Concept, K-12

☐ May 3, Career Education and the Math Curriculum, 7-12

☐ May 5, Career Education and the Physical Education Curriculum, K-12

☐ May 9, Career Education and the Elementary Math Curriculum, K-6

NAME ____

SUBJECT, GRADE, OR POSITION ____________________

SCHOOL ______________________________________

b. Guidance and Counseling Activities - An extensive program of guidance and counseling activities from kindergarten through grade twelve is continuing, as outlined in Section I.1.b. The Life Career Development System is now being used in each high school as one of the instructional modes for working with potential dropouts. Special courses have been conducted to assist students in exploring self, determining values, using information, enhancing relationships, setting goals and working effectively. The system is also being used by one of the Career Center counselors with a group of students from the cosmetology department to promote the development of decision-making, planning, and job seeking skills.

The Career Center counselors have continued to participate in the implementation of the Extended School Day Program. Their work has included visits to other school sites, meetings with Nurham Warwick and John Blanton of the State Department of Public Instruction, and publicity and planning for the instructional program. Course offerings for the program, which began on February 21, 1977, include English, social studies, math, office occupations, cosmetology, auto mechanics, graphics, and air conditioning, heating and refrigeration. In addition, one of the counselors works with the students in the night program in group and individual counseling.

The process of recruiting for placement in Career Center programs has been coordinated by the Career Center counselors, who have worked with home school counselors to sponsor Career Center orientation sessions for all tenth grade students. These sessions included a general information program, a tour of the Career Center, and a question and answer period conducted by a Career Center instructor.

The counselors also helped to organize Open House sessions at the Career Center to allow interested parents and students to explore available programs and confer with faculty members. The sessions are planned for April 4 and 6, 1977, from 6:00 to 9:00 p.m. and will be advertised by letter, radio, and newspaper.

Further recruiting efforts by the Career Center counselors have included the development of a slide presentation on the Career Center programs, which has been used in public presentations by the Superintendent, the Career Center Principal, and the CBC Project Director. In addition, brochures for each Career Center course were prepared by the Career Center instructors and counselors and were distributed to high school counselors and interested students and parents.

The Career Center counselors are now assisting the Career Center instructors and high school counselors in the process of screening students for placement in Career Center programs such as automobile mechanics, cosmetology, and advanced English. These efforts are being coordinated by Myrna H. Hilton, Director of Pupil Personnel Services.

The placement counselor has established a system for coordinating the job placement of students. Potential employers have been contacted by visit and several have set up appointments at the Career Center to interview students for jobs. Businesses and industries have also taken the initiative in contacting the Career Center about potential employees. The services of the Employment Security Commission are being utilized, as well, through the Job Bank, a microfiche system made available by the local agency; the biweekly printouts give information on jobs available throughout the state which may be pursued by contacting the local ESC office.

Community interest in the Career Center has been expressed through the granting of a scholarship by the Monroe Woman's League to a graduating Senior from the Career Center who plans to further his/her education in an area related to his/her Career Center program of studies. The Career Center counselors are now coordinating the selection of candidates for this award.

c. In-School Activities Involving CBC Project Curriculum Specialists and Project School Staffs

(1) Elementary Level - The elementary curriculum specialist has continued to work with teachers and administrators in the four project schools, visiting each school as needs arise and always visiting upon requests for assistance.

Through the exchange visitation program and other events sponsored by the CBC Project, the participating schools have continued to share ideas on career education strategies. The career education instructional materials which were purchased this year have been processed and placed in the schools. Professional staff members of project schools have invited the non-project teachers to visit their schools to view displays of career education instructional materials. Project teachers have also done demonstration teaching using materials purchased and developed by the CBC Project.

Elementary teachers have been enthusiastic in their participation in the CBC spring industrial tours. The tours have provided them with information which will help them in the correlation of academic and career objectives. The response of elementary teachers to the inservice surveys has been excellent. To date, over one hundred teachers have indicated interest in workshops correlating career education with the development of self-concept and decision-making skills and the teaching of art, music, social studies, math, and physical education.

Teachers still seek to use career education process objectives to supplement and enrich the academic program by inviting members of the community to visit the classrooms to share their knowledge and opinions with the students. Some of the resource persons include: blacksmiths, musicians, retired teachers, bowling alley manager, health specialist, candle maker, mechanic, church secretary, dean of a college, production manager of a textile mill, worker for a waste disposal plant, nurse, cosmetologist, recruiter for the U. S. Army, postmaster, meteorologist, newspaper writer, television weatherman, a Russian tourist, a rock collector, fireman, shop keeper, author of children's books, librarian, maintenance supervisor, a farmer, a carpenter, etc.

The classroom boundaries have been extended through visits to a post office, fire department, police station, courthouse, dairy farm, blacksmith shop, nursery, public library, livestock barn, garage, nature museum, mall, barber shop, airport, zoo, circus, buffalo ranch, real estate office, town hall, restored settlement, and fast food service.

Special events in the elementary grades have included Friendship Week, the publication of a school newspaper, Career Emphasis Week, a study of "Why People Choose Particular Careers," and the construction of a space center.

The acceptance of career education as an integral part of the elementary curriculum has been evidenced by its incorporation into materials prepared for Southern Association Accreditation.

(2) Middle School Level - The middle school curriculum specialist continues to work with project personnel to achieve an effective career education program and to share ideas with non-project schools. She has planned with librarians, counselors, and administrators of the project schools to have a display of career education instructional materials and to invite non-project teachers to view them. Project teachers have demonstrated ways they use instructional materials to achieve the product objectives.

The middle school teachers are taking advantage of the many in-service activities and industrial tours planned by the CBC staff.

One-hundred forty middle school teachers have expressed interest in career education workshops planned for the months of April and May in the areas of decision-making, career education curriculum development, and the correlation of career education concepts with the following academic subjects: art, music, social studies, writing, science, math, and physical education.

The following is a list of some of the field trips, resource persons, and special events which have been sponsored by the two project middle schools.

Field Trips:

Teacher	Place
Walden and Herlocker	WSOC-TV
C. Moser and G. Broome	CAR-LEAH Farms (registered swine sale) rural Union County
C. Brown	Monroe Enquirer Journal
L. Tuggle and C. Davis	Oconee Nuclear Plant, Seneca, SC
P. Clontz and H. White	Charlotte Coliseum (UNCC Basketball)
K. Starnes	Mint Museum, Charlotte
G. Faris	Skating Rink, Monroe (recreation)
J. Baker and R. Newell	Park Terrace Theater (Drama and History)
L. Travis	Garden City, SC (Teen-Leadership Workshop)
C. Moser	Newell's Aviary, Monroe
N. Mills	York County Nature Museum
J. Walden	Freedom Train, Charlotte
R. Tyson	Skyway Bowling, Monroe
L. Tuggle	Morehead Planetarium
T. Bucy	Queens College, Charlotte--Ballet
Career Teachers	Career Center, Union County
Career Teachers	Cain Creek, Project, Union County
B. Ballard and R. Floyd	York County Nature Museum

B. Williams and J. Helms	Southern Living Show, Charlotte
L. Williams and B. Stegall	Movies: Charlotte--Little Prince, Aladdin and His Magic Lamp
J. Martin	McDonalds (Monroe)
DeWitt and Allen	Enquirer-Journal, Monroe
S. Hemby	Skyway Lanes (Bowling Alley, Monroe)
I. Crissman	Alisa (Waxhaw)
K. Mills	MaLeck (Wingate)
S. Hemby	Eaton (Bakers)
K. Mills	A & P (Monroe)
N. Cassidy	Union County Landfill
N. Cassidy	Martin-Marietta (Monroe)

Resource Persons:

Teacher	Person	Position
K. Starnes	Judy Cook	Free Lance Writer
	Ron Aldridge	T.V.-Radio Critic, Charlotte Observer
P. Clontz	Buddy Lippard	Metrolina Lung Asso.
J. Baker	John L. Lavelle	Teledyne Allvac/ Chemist
	Thomas Caldwell	Attorney
	Mrs. Trull	Merle Norman
N. Mills	Ron Aldridge	T.V.-Radio Critic Charlotte Observer
D. McManus	Nancy Mills	Resource, Parkwood Middle School
Carol Brown	Ben Floyd	Banker, Bank of Matthews
Career teachers	Yvonne Knight	Fashion Two-Twenty
	Asaie McWhorter	Duke Power-Sec.
	Joe Maher	Duke Power-Personnel
	Dana McManus	Parkwood Middle School Guidance Counselor
	William Bourn	Photographer, Mack Price Studio
	David Drye	Park & Recreation director
	Bill Temple	Manager and Vice-President, Alisa
	Julias McDonald	Librarian
	Dr. Brantley Aycock	Optometrist
	Simon Wentz	Operations Supervisor, A T & T
C. Moser	Mr.& Mrs. Joel Newell	Aviarists
R. L. McCain	Alfred Rage	Musician, vocalist, entertainer, S. E. School Assemblies Magician
G. S. Broome	Johnny Latham	Nursery
N. Cassidy	Bill Summerlin	Summerlin Electric

CBC PROJECT, MARCH 1977

RESOURCE PERSONS FOR SOCIAL STUDIES AND HEALTH CLASSES AT PARKWOOD MIDDLE SCHOOL. MRS. KAY STARNES, MISS PAT CLONTZ AND MR. HENRY WHITE, TEACHERS.

RESOURCE PERSON & PHONE NUMBER	PROGRAM & SUBJECT	DAY AND TIME	DATE
Buck Winfield, Director John Walton, Resource Person, 377-0602	The Relatives (Runaways)	Thursday, 1:00	March 3
John Thomas Wilson, Court Counselor, 289-4954	Western Regional Supervisor of Juvenile Services, Division of the Administrative Office of the Courts	Tuesday, 1:00	March 8
John D. Allan, Director; Calton Tadlock, Resource Person; 332-9001	Open House (drug abuse)	Thursday, 1:00	March 10
Dr. Johnnie H. McLeod, Director; Greg Gardan, Resource Person; 374-3211	Charlotte Drug Education Center	Tuesday, 1:00	March 15
Kenneth Sipes, Director; Sherrill Goolsby, Resource Person; 372-1850	Florence Crittenton Agency (Unwed mothers)	Thursday, 1:00	March 17

EACH RESOURCE PERSON WILL SPEAK ON THEIR RESPECTIVE PROGRAMS AND WILL EMPHASIZE THE CAREERS NEEDED TO CARRY ON THIS WORK.

Career Oriented Projects

Metric system: showed students how the metric system could be used in everyday life and how it is being used more and more in industry.

Astronomy: discussed parts of our universe--galaxies, solar system, etc. Talked about possible training for some jobs, new job demands, and changing of job expectations.

Mrs. Baker's Class

Mock trial - Our arresting officer caught Andy Murray littering in the hall. By using students as the judge, prosecuting attorney and defense attorney, baliff, and jury we held a trial. Our principal, Mr. McCain, served on the jury. One of our teachers, Mrs. Cook, served as a character witness. Andy was found guilty and was sentenced to thoroughly clean the halls for one week.

Visit from cosmetician: Mrs. Trull from Merle Norman Studio in Monroe visited the girls in classes 6A and 6B. She answered questions about proper grooming and made up Christie Presson to demonstrate her products.

Visit from chemist: A chemist from Teledyne Allvac talked to the class about metals and their uses in making rockets. He bought several samples of pure metals.

Visit from attorney: Attorney Thomas Caldwell visited our class after we performed a mock trial. He answered many of the students' questions concerning legal matters. He also explained how the judicial system works.

Unit on city planning: Our class chose an actual town, Fox City, NC, and studied the lay-out of the city and surrounding areas. We then considered the population problem and what steps could be taken to meet the needs of the town. We included new parking lots, an interstate highway, bus station, airport, recreational areas, and a landfill. We planned to make extra space by tearing down old and useless buildings.

Class paintings: Classes 6A and 6B worked very hard in painting two 6' by 2' murals--one of a race car and one of a southern plantation. Both murals can now be found in the school library.

Eighth grade - Work books and discussions on service occupations and getting and holding a job. Speaker from Charlotte Observer on newspaper careers. Acting out job interviews.

Seventh and Eighth grades - Field trip to York County Museum. Discussion of careers necessary to maintain a museum. Viewing of a film on conservation careers.

TAG class - Reports on Industrialization, frontier settlement, impact of industry on city growth.

Sixth grade - Discussion paragraphs on "How do I get to be what I want to be."

Lots of drill work on jobs available for students. Discussion of industry in Union County and how to be a good citizen in your community.

All Resource Classes have one goal for the students--to make students self-supporting, aware of local career possibilities, and aware of their responsibilities as citizens of the community.

The seventh grade studied Africa, the people, their lives, their occupations and their relationship to our country. The students did individual projects related to their studies. Each student has been working for six weeks on a booklet of a country in Africa.

The seventh grade took a trip to the museum where they visited the African room and saw mounted animals of Africa. They saw how the animals were built and designed.

Filmstrips and work sheets relating ecology and careers. (Brown)

Two sets of filmstrips on career awareness in P.E. and Health.

Reading Project: Biography--identifying personality traits necessary for career success. The activity was culminated by a poster contest.

Listening exercises to enhance listening skills with a bulletin board indicating the importance of good listening to save lives, time, money, and jobs. (Newkirk)

Environmental Lab Activities

Hospitality and Recreation: Made ice cream cone favors. These were made from colored ice cream cones, cotton, glue, sequins, glitter, etc. These can be hung on a Christmas tree, used as favors, or given as a little gift to resthomes, etc. Made by each pupil.

Environmental control: Each pupil made a little basket and decorated it with natural greenery; such as holly, pine, etc. from the woods. Trim work was added for color.

Environmental Lab instructor, Caroline Moser, assistant principal, Gerald Broome, and Mrs. Moser's career classes carried out the landscaping project for the school. The project included landscape planning and design, plant selection, cultivation of areas utilized, pruning, fertilization, and mulching.

Agri-Business - Natural Resources: Each pupil painted a 3" flower pot and then added an original design. A plant raised in a "jiffy 7" was later planted in the pot. Plaques were made from natural pieces of wood found in nearby woods. The art of painting was taught so that the students could decorate the wood pieces.

(3) Secondary Level - Secondary faculty members have continued to record on a daily basis which process and product objectives they have met. At the end of each school month, the secondary curriculum specialist, counselors, and administrators have collected the recording forms, analyzed them, and communicated the findings to the teachers in memoranda. During this quarter tallies indicate that teachers have emphasized the product objectives of increasing self-awareness, cultivating a sense of responsibility, improving decision-making and problem-solving skills, developing and/or clarifying values, and developing work attitudes.

The secondary curriculum specialist has continued to assist teachers in locating resource speakers, in arranging field trips, and in formulating lesson plans in which career education concepts are integrated with course content. She has also worked with teachers, counselors, and media specialists to complete the selecting and ordering of instructional materials for the four high schools and the Career Center.

As a follow-up of the pilot team effort implemented at Sun Valley High School last year, Art I classes at the Career Center became involved in an advertising unit in which students were charged with creating new products and marketing them. The unit culminated in the presenting of group projects, which consisted of newspaper and magazine advertisements, window displays, and radio and television commercials. The television commercials were videotaped and shown to other Career Center classes.

Additional developments at the Career Center during this quarter have included the following:

(a) The masonry, building construction, and heating, air conditioning, and refrigeration classes at the Career Center have become cooperatively involved in constructing a house. The purpose of the live project is to enable students to practice acquired skills in a realistic setting.

(b) The cosmetology classes at the Career Center began receiving patrons on January 3, 1977. See Appendix E for additional information.

(c) The Career Center health occupations program began with the spring semester. Health Occupations I introduces the student to the health field; to concepts of personal, family and community health and disease control; to ethical and professional aspects of health occupations; and to specific job opportunities in the health field.

(d) The Extended Day Program, designed to serve those dropouts who wish to continue their high school education, began on February 21, 1977, at the Career Center.

(e) The Life Career Development System has been approved by the Union County Board of Education, purchased, and integrated by counselors into the curricula of the four high schools and the Career Center as a course for potential dropouts.

Secondary teachers and counselors have become involved in curriculum development. A total of one hundred fifty "Integrated Activities in Career Education" have been completed to date. These activities are to be edited, bound, and disseminated during the final quarter of the Project.

The secondary curriculum specialist and the Career Center faculty members have cooperatively devised the outline for a Career Center curriculum guide. The Career Center course outlines and lists of available materials have been updated during the course of the year; and meetings to discuss final revisions of these items as well as the additional items to be included in the curriculum guide have been scheduled for April, 1977. Consultants from the State Department of Public Instruction and the local Director of Occupational Education will be involved in these meetings.

The format utilized in developing the integrated activities and the outline for the Career Center curriculum guide follow.

INTEGRATED ACTIVITY IN CAREER EDUCATION

TITLE OF ACTIVITY:

GRADE(S):

COURSE(S):

PURPOSE:

MATERIAL(S):

TEACHER PROCEDURES:

RESOURCE(S):

TEACHER:
SCHOOL:

CURRICULUM GUIDE

I. Title Page

II. Forward

III. Table of Contents

IV. Philosophy of School

V. Objectives of School

VI. Curriculum by Department

  A. Philosophy of Department

  B. Objectives of Department

  C. Course of Study

    1. Length of Course

    2. Periods per Day

    3. Units of Credit

    4. Grade Level

    5. Course Description

    6. Objectives

    7. Criteria for Selection (Prerequisite courses, teacher recommendations, attitude and interest, etc.)

    8. Course Outline (Content and procedures)

    9. Available Materials (Texts, supplementary books, films, filmstrips, etc.)

d. *Program Officer Visits CBC Project* - Miss Ellen Lyles, Program Officer, U.S. Office of Education, Atlanta, Georgia, visited the Career Based Curriculum Project briefly on January 3, 1977. Members of the project staff shared with her some of the events of the preceding months. Due to inclement weather, however, Miss Lyles was not able to stay as long as expected.

e. *Resource Teachers Meeting* - Karen Williams, Secondary Curriculum Specialist, met with the high school resource teachers on January 4, 1977, to discuss the purchasing of instructional materials and the development of activities integrating career education and academic goals.

f. *Demonstration Teaching* - On January 12, 1977, Eleanor Niven, a fourth and fifth grade teacher from Waxhaw Elementary, and Laurie Travis, a guidance counselor from Parkwood Middle, traveled to Cary Elementary School, near Raleigh, North Carolina, to conduct demonstration career education lessons. These lessons were very well received by both teachers and students, as evidenced by the letters of thanks received from the students.

g. *Slide Presentation* - A slide presentation on career edueducation instructional activities was presented to the Piedmont Middle School Parent Teachers' Organization by Gail Latham, Project Director, on the evening of Monday, February 7, 1977. Following the slide presentation, a tour was conducted of the two career exploration labs.

h. *Occupational Education Planning Council* - Gail Latham, Project Director, has continued to participate in the Occupational Education Planning Council under the direction of Linwood Ward, Director of Occupational Education. The Council has dealt with the local plan for occupational education and the consideration of the following programmatic matters: (1) ensuring that enrollment in occupational programs is elective and nondiscriminatory; (2) ensuring appropriate scope-and-sequence of course offerings; (3) compliance with the state program of studies; (4) planning and evaluating educational programs; (5) providing for staff development; (6) evaluating student accomplishments of course objectives; and (7) providing appropriate student placement and followup.

i. *Business-Industry-Education Exchange Program* - Ten occupational teachers have completed their participation in the Business-Industry-Education Exchange Program under the direction of Linwood Ward, Local Director of Occupational Education. The program provided each teacher with an opportunity to participate in a two week learning experience in a business or industry related to a course they teach. The purpose of this participation was to help the teachers in updating and expanding their occupational skills and knowledge for improved teaching.

j. National Conference for Increasing the Impact of Innovative Projects - Gail Latham, CBC Project Director, attended the National Conference for Increasing the Impact of Innovative Projects on February 23-25, 1977, in Fort Worth, Texas. The purpose of the conference was to increase the ability of vocational education leaders to disseminate Part D exemplary project results. Also attending from North Carolina were V. B. Hairr, Associate Director of Development of the N. C. Division of Occupational Education, and Dr. Joseph R. Clary, teacher educator and project third-party evaluator, of N. C. State University.

k. Southwest Region Planning and Correlation Council Science Subcommittee Conference - Kate A. Faulkner and Karen N. Williams, Curriculum Specialists, CBC Project, attended the Southwest Region Planning and Correlation Council Science Subcommittee Conference, which was held at Quails Roost Conference Center on March 21-22, 1977. Mrs. Faulkner served as representative to the Textbook Adoption Procedures Committee.

l. Videotaped Interview of Alisa Employees - Mr. Lee Little's Forest Hills High School visual arts class videotaped and edited an extensive interview with employees of Alisa, Inc. on March 29, 1977. The videotape was viewed by the CBC Project staff on March 30, 1977, and by teachers participating in a tour of the Alisa Plant on April 12, 1977. Plans are now underway for this class to videotape some of the industrial activities of r. p. Scherer Southeast Corporation, a pharmaceutical capsule manufacturing plant.

m. VICA District Leadership Conference - Mr. C. Billy Tyson, Principal, Union County Career Center; Mrs. Bobbie M. Brown, Counselor, Career Center; Mrs. Kate A. Faulkner, Curriculum Specialist, CBC Project; and Mrs. Karen N. Williams, Curriculum Specialist, CBC Project, served as judges of extemporaneous and prepared speeches at the VICA District Leadership Conference at Central Piedmont Community College on Thursday, March 31, 1977, at the invitation of Mr. Warren Ellis, Consultant, Trade and Industrial Education, Division of Occupational Education, State Department of Public Instruction.

n. Equipment Purchased - No equipment was purchased during the eleventh quarter of the CBC Project.

o. Significant Findings and Events

(1) Teachers and administrators at all grade levels in all project schools are engaged in a wide variety of career education activities as they strive toward the accomplishment of CBC Project objectives.

(2) Professional personnel of non-project schools have visited project schools for the purpose of viewing career education instructional materials and methods.

(3) Inservice plans for the remainder of the year have now been finalized according to priorities established by the Project Inservice Planning Committee. A series of five industrial tours is is now underway. A survey has been completed to determine individual interest in each of fourteen planned workshop activities.

(4) Curriculum development has continued at the secondary level. One-hundred fifty "Integrated Activities in Career Education" have been submitted by secondary teachers for compilation in a secondary resource handbook, and plans are underway for the publication of a Career Center curriculum guide.

(5) A Career Based Curriculum Project Model document has been drafted by the project staff and is now in the revision stages.

(6) Members of the Career Based Curriculum Project staff continue to share ideas on the implementation of career education objectives.

p. Problems - Implementation of Union County's Career Based Curriculum Project continues to be on schedule with no present complications.

q. Dissemination - Information concerning Union County Schools' CBC Project has been disseminated through local and state newspapers, U. S. Office of Education Publications, public appearances of the CBC Project director and staff, and through state and national distribution of its curriculum materials and quarterly reports.

r. Data Collection and Evaluation - The Third-Party Evaluation Team of N. C. State University's School of Education has completed the collection of data for the following areas: (1) student academic achievement, attitudinal change, and understanding of career education concepts; (2) parents' and community leaders' attitudes toward career education; and (3) teachers' implementation of process and product objectives. The on-site evaluation has been scheduled for April 25-26, 1977.

s. Future Activities - During the next quarter, emphasis will be placed upon the following activities:

(1) Continued promotion of career education objectives.

(2) Continued inservice education of project school teachers according to priorities established by the inservice planning committee.

(3) Continued development, evaluation, and dissemination of career education instructional materials, with emphasis on the secondary level.

(4) Continued review and purchasing of career education instructional materials for use in the project schools.

(5) Continued supervision of Career Center curriculum.

(6) Continued sharing of ideas with non-project schools.

(7) Implementation of placement and dropout prevention programs.

3. Twelfth Quarter Activities and Accomplishments - April 1, 1977 - June 30, 1977

a. Inservice Education - Responding to the priorities established by the CBC Project Inservice Planning Committee, the project staff implemented the following activities during the twelfth quarter:

(1) Industrial Tours - Teachers of all levels participated in tours of the following industries:
(a) MaLeck Industries, Incorporated
April 5, 6, and 7
(b) Alisa, Inc., Division of Melville Knitwear Co., Inc. April 12, 1977
(c) r. p. Scherer, Pharmaceutical Capsule Plant
April 19, 1977

(2) Instructional Materials Displays - Career Education materials purchased and developed by the CBC Project

staff and teachers were displayed in each elementary project school on April 5, 1977. Teachers of non-project schools were invited to review the materials with project teachers.

(3) Workshops - The following areas of interest were emphasized through CBC Project inservice activities.

(a) "Assertiveness and Self Image," K-12
Dr. Mary Thomas Burke, Professor
College of Human Development and Learning
University of North Carolina at Charlotte
April 12, 1977, 3:30 - 5:30 p.m.

(b) "Decision-Making," 9-12
Dr. Lee Grier, Director
Division of Human Relations
State Department of Public Instruction
April 14, 1977, 9:00 a.m. - 3:00 p.m.

(c) "Career Education and the Art Curriculum," K-12
Doc McCulloch, Art Consultant
Division of Cultural Arts
State Department of Public Instruction
April 14, 1977, 3:30 - 5:30 p.m.

(d) "Career Education and the Music Curriculum," K-12
Ruth Jewell, Music Consultant
Division of Cultural Arts
State Department of Public Instruction
April 18, 1977, 3:30 - 5:30 p.m.

(e) "Social Studies and Career Education," K-6
Dr. Charles Harper, Department of
Curriculum Development
N. C. State University
April 18, 1977, 3:00 - 5:00 p.m.

(f) "Writing Skills Required in Today's Colleges,"
7-12
Jon Launt, Instructor
Communications Department
Central Piedmont Community College, Charlotte
April 20, 1977, 3:30 - 5:30 p.m.

(g) "Career Education and the Teaching of Foreign
Languages," 9-12
L. Gerard Toussaint, Consultant
Division of Languages
State Department of Public Instruction
April 21, 1977, 1:00 - 3:00 p.m.

(h) "Career Education Curriculum Development," 9-12
Debra V. McGlohon, State Coordinator for Career Education
State Department of Public Instruction
April 22, 1977, 9:00 a.m. - 3:00 p.m.

(i) "Reading and Career Education in the Science Curriculum," 7-12
Sally Innes, Science Teacher
McClintock Junior High School
Charlotte, North Carolina
April 25, 1977, 3:30 - 5:30 p.m.

(j) "Decision-Making and the Development of Self Concept," K-12
Dr. Mary Thomas Burke, Professor
College of Human Development and Learning
University of North Carolina at Charlotte
April 26, 1977, 3:30 - 5:30 p.m.

(k) "Social Studies and Career Education," 7-12
Toni Patterson
School of Education
North Carolina State University
April 28, 1977, 3:30 - 5:30 p.m.

(l) "Career Education and the Math Curriculum," 7-12
Dr. Cleo M. Meek, Assistant Director
Division of Mathematics
State Department of Public Instruction
May 3, 1977, 3:30 - 5:30 p.m.

(m) "Career Education and the Physical Education Curriculum," K-12
Susan Johnson, Consultant
Physical Education
Division of Health, Safety and Physical Ed.
State Department of Public Instruction
May 5, 1977, 3:30 - 5:30 p.m.

(n) "Career Education and the Elementary Math Curriculum," K-6
Nedra Mitchell, Consultant
Division of Mathematics
State Department of Public Instruction
May 9, 1977, 3:00 - 5:00 p.m.

(3) Evaluation and Planning Sessions - Each principal conducted with his faculty an evaluation and planning session for consideration of CBC Project goals and objectives for the 1977-78 school year.

b. Guidance and Counseling Activities - Guidance and counseling activities have continued as previously described for each school level. The Career Center counselors have continued with the placement of Career Center graduates and with registration procedures for 1977-78 Career Center enrollment. The Career Center counselors anticipate the enrollment of approximately two hundred additional students at the Career Center next year.

c. In-School Activities Involving CBC Project Curriculum Specialists and Project School Staffs

Members of the CBC Project staff have continued to work with the schools to further integrate career education into the academic curriculum, using the career education concepts to motivate the students and to enhance their learning experiences.

The teachers and counselors have strengthened their effectiveness by continuing to include the following activities in their programs: field trips, resource persons, role-playing, interviews, student and group projects, reading assignments, and class discussion.

Many teachers and counselors have participated in a variety of inservice activities scheduled for them by the CBC staff. Awareness of careers in Union County has been increased by additional industrial tours, scheduled by the project staff.

The following curriculum materials have been completed for the secondary level:

(1) Union County Career Center Curriculum Guide. A booklet containing the philosophy and objectives of the Career Center as well as the program philosophy and objectives, course description and objectives, criteria for selection, instructional procedures, course outline, and available instructional materials for each Career Center program.

(2) Integrated Activities in Career Education. A collection of over one hundred and fifty sample activities for integrating career education into various subject areas. Classified by subject area.

✓

d. Demonstration Teaching - On April 6, 1977, Mrs. Polly Gaddy, sixth grade teacher at East Union Middle School, gave a demonstration in her class using "Careers: A Supplemental Reading Program" from Harcourt, Brace, Jovanovich, Inc. Ms. Dean Blanton, teacher of the Vocational Disadvantaged Program and Mrs. Kay Spittle, Reading Consultant of the Monroe City Schools, observed.

e. Visit of Pre-Vocational Education Consultant - Ms. Debra Bolden, Consultant, Pre-Vocational Education, Department of Public Instruction, Raleigh, North Carolina, visited the Career Based Curriculum Project in Union County on April 13, 1977. Her visit included schools at the elementary and middle school levels and the Union County Career Center.

f. U.S.O.E. Program Officer Visits CBC Project - Miss Ellen Lyles, U.S.O.E. Region IV Program Officer of Atlanta, Georgia, visited the CBC Project on April 25-26, 1977. During her visit she conferred with members of the Third-Party On-Site Evaluation Team, members of the CBC Project staff, and Dr. B. Paul Hammack, Superintendent of the Union County Schools.

g. Statesville Visitors - Visitors to Union County's CBC Project on May 11, 1977, included Vicki Davis, Kathy Helms, Rachel Copple, Rinda Brittain, and Marian Legrand of the Statesville City Schools. The visitors were especially interested in the career exploration phase, the role of the guidance counselor, and the infusion of the career education concepts into the academic curriculum. The visit ended with a tour of the Career Center.

h. Equipment Purchased - No equipment was purchased during the twelfth quarter of the CBC Project.

i. Significant Findings and Events for the twelfth quarterly reporting period include the following:

   (1) Teachers and counselors of the project schools have continued to use the recommended process objectives to achieve the career education goals.

   (2) Teachers of non-project schools have adapted some of the procedures recommended by the CBC Project.

   (3) Fourteen workshops, four instructional materials displays, and three industrial tours were completed as part of the CBC Project inservice education program for the twelfth quarter.

(4) Curriculum materials for the CBC Project, including the career education model document, have been reviewed for final publication and dissemination.

(5) Members of the CBC Project staff continue to respond to inquiries concerning the implementation of career education objectives.

(6) Professional personnel from the project schools have made plans for the continuation of career education objectives for the 1977-78 school year.

j. Dissemination Activities - Information concerning Union County's Career Based Curriculum Project has continued to be disseminated through local and state newspapers, U. S. Office of Education Publications, public appearances of the CBC Project Director and staff, and through national distribution of its quarterly and interim reports.

J. General Project Design - As can be discerned from the previous section of this report, the CBC Project was designed to introduce the career education concept into the existing curriculum through (1) inservice education for personnel at all grade levels, K-12; (2) the development and utilization of career education curriculum units which stress the integration of career education concepts into the various disciplines; (3) the use of role playing, resource persons, hands-on and other student activities; (4) the implementation of a comprehensive program of group guidance activities; and (5) the acquisition of career education books and materials for use by students and professional staff members.

K. Evaluation - The School of Education, North Carolina State University, which served as the contracted third-party evaluator of Union County's Career Based Curriculum Project, prepared the following section of this report.

School of Education

NORTH CAROLINA STATE UNIVERSITY

THIRD PARTY EVALUATION REPORT

of

Union County Schools'

CAREER-BASED CURRICULUM PROJECT

(An exemplary Project in Vocational Education
Funded under Part D, Public Law 90-576)

Third Annual Evaluation Report

July 1, 1976 - June 30, 1977

Third-Party Evaluation Staff

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Third Party Evaluation Report

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Union County Schools Staff
1976-77

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Career-Based Curriculum Project Schools

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Waxhaw Elementary School	Mr. David Armitage
Wingate Elementary School	Mr. Charles Williams
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Forest Hills High School	Mr. J. E. Hogan
Parkwood High School	Mr. Frank Davenport
Piedmont High School	Mr. Robert McRae
Sun Valley High School	Mr. Joseph Gilliard
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Part I: INTRODUCTION

In July, 1974, an Exemplary Project in Career Education was begun in the Union County Public Schools. The three-year Project was aimed at implementing a Career-based Curriculum in certain schools. During the first year, four elementary and two middle schools were involved. In the second and third years, these schools continued in the Project and the county's four secondary schools were added. During the third year, a Career Center, serving the secondary schools and the community, was opened. This is the report of the third-party evaluation for the Project's third and final year, July 1, 1976, through June 30, 1977.

The CBC Project's major objective was "to implement a realistic Career Education delivery system for Union County." The Project proposal included plans for introduction of the Career-based Curriculum in ten schools. The development of an exemplary model for this curriculum was also proposed. This model would be suitable for use in the state's schools. The stated mission of the Union County Board of Education for total education is as follows:

> The mission of the Union County schools in reference to Career Education is to insure that all students who need, want, and can profit from Career Education can develop skills which are suited to the students' interests, needs, and abilities for entering the labor market or for continuing education. (Project Proposal, pp.17,18.)

Three groups were involved in the implementation of the Project's goals and objectives. These groups were: the students, professional school personnel (teachers, guidance counselors, administrators), and the CBC Project staff. All Project activities were to emphasize the use of the community as "part of the classroom." At the elementary school level, the academic instruction was to be related more closely to the "World of Careers" through a Career and Self-Awareness Program. In the middle schools a Career Exploratory Program was to include a "hands-on" approach in fifteen occupational clusters, a Guidance and Counseling Program, and Instructional Modules which related to students' academic and career-exploratory experiences. At the secondary school level, the emphasis was continued on career exploratory activities and reality testing of interests and skills was added for the Career Preparation Phase. The Union County Career Center was opened in the fall of 1976. In this center, skill training programs were offered for secondary school students at each of the four senior high schools.

The third-party evaluators of the Project had two major questions to answer. These key questions considered in the process of evaluating the outcome of specific Project objectives were:

1. How realistic was the planned Career Education delivery system for the Union County Schools which were in the target population?

2. How useful to other school administrative units or local educational agencies is the CBC Project Model?

Ten outcome questions were stated by the Project staff to guide the third-party evaluators in their work. These questions were as follows:

1. Do Project students have significantly higher scores on a test of self-awareness than do students of the control group?

2. Do Project students have significantly higher career awareness scores than do control group students?

3. Do Project students have significantly better scores on relationships between the school and the "world of work" than do students in the control schools?

4. Have Project students significantly improved their career-decision making skills over the designated period?

5. Are students being placed in paid occupations, further education, or unpaid work consistent with their current choice with greater frequency than those from control schools?

6. Have job preparation opportunities for 10-14th graders increased since the advent of the program treatment?

7. Has there been an improvement in attitudes of students, parents, school personnel, business, and industrial community toward career education?

8. Have student grades, attendance, achievement, and attitudes improved as a result of the CBC Project?

9. What were the financial expenditures for grades K-5, 6-8, 9-12, and 13-14 during the third Project year?

10. Is the Career Education Curriculum Model by components transportable to other school administrative units?

The third-party evaluation proposal funded during the first two years was prepared by faculty members in the School of Education, North Carolina State University. This contract was renewed for the third year so that the Project was evaluated by the same group of evaluators throughout the three years. The evaluation plan included three areas of concern. They were: 1) student outcomes, 2) other program objectives, and 3) program management. The next parts of this report present the procedures followed for the evaluation, data collected and analyzed, and results for each of the three areas of concern. These sections are followed by a summary of findings and conclusions, a list of recommendations, and an appendix.

Quarterly Activities

The evaluation proposal specified regular visits between members of the CBC Project staff and the third-party evaluation staff. Frequent telephone contacts and memoranda kept both staffs well informed about the progress of the evaluation.

During the first quarter, the second year's evaluation report was printed. A delay in the collection of certain data was the primary cause of the delay since data coding, processing, and analysis were dependent upon the late data. The specified number of the final reports were sent to the CBC staff in July. On August 2, Dr. Joe R. Clary met with the CBC Project Director, Mrs. Gail Latham, to discuss the Evaluation Report. Discussion centered mainly on the fact that although the process objectives of the teachers and staff were met to a very high degree, the outcome questions originally set forth to guide the evaluation efforts of the third-party evaluators had to be answered in the negative, primarily. The anticipated student outcomes had not been strong enough to warrant positive responses to the outcome questions. Also, on August 2, Dr. Clary met with a few school principals and members of the central office and CBC staffs to present the highlights of the evaluation procedures, findings, and recommendations.

Late in the same month, August 17, Dr. Clary returned to Union County to make school presentations on the evaluation report. He met with the faculties of Sun Valley, Parkwood, Forest Hills and Piedmont high schools. These presentations were overviews of the 1975-76 Evaluation Report. Recommendations made by the third-party evaluators were emphasized. Also, on August 17, a presentation was made for the Union County Schools' superintendent, assistant superintendent, local director of occupational education, and the CBC Project director.

Scheduling caused a delay in presenting the report to the Union County Board of Education. This presentation was given by Dr. Clary on October 4. Other activities of the first quarter included developing plans and schedules for the third-year evaluation.

During the second quarter, October 22, the staffs of the Project and the evaluation team met in Raleigh. A tentative data collection plan and list of activities were discussed in detail. By the end of the quarter in December, the data collection plan was completed and agreed upon by both staffs.

The third quarter, January 1 - March 31, included the major part of the data collection. Questionnaires were sent to parents and members of the community and the students were tested on March 16 and 17.

During the last quarter, April through June, the data collection was completed. The on-site evaluation, conducted by Dr. Walter Cox, was on April 25, 26. Dr. Cox arranged for four persons outside the third-party evaluation staff to assess the extent to which the procedures (process objectives) of the Project had been achieved during the year.

The final report of the Project evaluation for the third year constitutes the end of the year's activities and of the Project. Plans are to meet with the Union County Board of Education and the CBC Project staff to present the evaluation findings. Following this meeting the evaluation program's contract will be completed and the evaluators' account closed.

PART II: EVALUATION PROCEDURES

Evaluation Design

During the third and final year of the CBC Project's evaluation, a comparison design was used primarily. Student samples were in grades five, eight, nine, and eleven. For grades five and eight, students in the Project schools were matched with students in non-Project or control schools. Ninth grade student results for this year, 1977, were compared with these students' own results of a year earlier, 1976. This year's eleventh graders' performance on certain measures was compared with the eleventh grade group tested a year earlier. Major questions considered by the evaluators were: How do the student outcomes differ from Project to control groups and how do certain student outcomes differ from year to year? Were there increases in student performance for the stated Project goals? In instances for which outcome differences existed, in what ways did Project activities (treatment) relate to student outcomes?

Sampling Plan

The evaluation staff and CBC Project staff agreed upon the target population groups for the third year evaluation. For each Project component (elementary, middle, and senior high schools), there was one grade selected for a sampling of student performance. These grades were five, eight, and eleven. The ninth graders, who had been in the student sample the previous year, would be tested, also. For certain students in grades five and eight, data were available for this and the previous two years. This was the main reason for selecting grades five and eight.

The two control schools for fifth grade students were selected at random from among Union County's non-project elementary schools. The schools were Hemby Bridge and Prospect. Fifth-grade teachers in these schools provided lists of their students. Descriptive data included the students' age (birthday), sex, race, and results of the California Achievement Test on reading. Students were matched on these characteristics with those of students in the Project schools to provide 41 pairs of fifth grade students.

Lists of eighth grade students in all four middle schools were provided by the schools. These lists included identification data of age (birthdate), sex, race, and results of the Differential Aptitude Test,(DAT),the students had taken in the Fall, 1976. From among the students in the two Project middle schools, East Union Middle and Parkwood Middle, the eighth grade sample of students was selected at random. From among the lists of students in non-Project middle schools, Piedmont Middle and Sun Valley Middle, students were selected to match the student sample in the Project Middle schools. This resulted in 48 matched pairs of eighth grade students. Students in the control middle schools who had attended a Project elementary school were omitted from the matching process. Therefore, the eighth grade students in the control schools, Piedmont and Sun Valley, used in determining matches with students in Project middle schools had not during the previous years attended a CBC Project school.

The ninth-grade group of students, for this third year, consisted of all students in the previous year's eighth-grade student sample who were attending school in Union County during 1976-77. The two Project middle schools, East Union and Parkwood, "feed" students to two senior high schools: Forest Hills Senior and Parkwood Senior. This means that the students had been in Project schools during the seventh, eighth, and, now, ninth grade years.

The eleventh-grade group consisted of a random sample of 10 percent of all the eleventh graders in the four senior high schools. Since the Project had been carried out in senior highs only during the last two of the three Project years, these eleventh graders had only benefited from two years in the Project, not three, as was the case with the other grade level groups.

The school and student samples by grades for the third-year evaluation efforts are summarized in Table 1 on the next page.

Table 1. Number of students in samples by school and grade for third-year evaluation

School	Grade	Number Students in Grade	Number Students in Sample	Status
Indian Trail	5	96	23	Project
Unionville	5	88	24	Project
Waxhaw	5	66	14	Project
Wingate	5	89	25	Project
		339	86	
*Hemby Bridge	5		14	Control
*Prospect	5		27	Control
			41	
East Union Middle	8	245	21	Project
Parkwood Middle	8	230	23	Project
		475	44	
**Piedmont Middle	8		15	Control
**Sun Valley Middle	8		21	Control
			36	
Forest Hills Senior	9	298	37	Project
Parkwood Senior	9	288	29	Project
		586	66	
Forest Hills Senior	11	207	16	Project
Parkwood Senior	11	170	11	Project
Piedmont Senior	11	157	14	Project
Sun Valley Senior	11	218	19	Project
		752	60	

* These students were selected to match students in Project schools on certain characteristics.

** These students were selected to match students in Project schools on certain characteristics if they had been in Project elementary schools.

It should be observed that student absences on the day of testing or the transfer of students may reduce the total number of students being reported from one set of data to another. Some make-up tests were given but not in all cases.

Data Instrumentation

Whenever appropriate, data from the Union County's Guidance Testing program were used. The Director of Guidance, Mrs. Myrna Hilton, and her staff were especially helpful. The evaluation staff was allowed access to computer printouts of county-wide achievement testing by grade levels from which to secure test results on students in the target groups. These data made it possible to determine matched pairs of students for grades five and eight. Also, Mrs. Hilton and her staff administered the reading test to fifth and eighth grade students in the sample groups in May, 1977.

Commercially published tests and survey and test instruments developed by the evaluation staff were used in the data collection. The tests and instruments used during the third year are shown in Table 2.

Table 2. Data collection instruments by grade levels

Instrument	Grade				
	5	8	9	11	12
Career Education					
CBC Goals Test	X				
SOS, Intermediate	X				
SOS, Junior High		X	X		
SOS, Senior High				X	
ACD		X	X	X	
Inventory of plans					X
Other					
California Test Battery	X				
DAT		X			
STEP		X			
Attendance	X	X	X	X	

Test validity for the various sections of the CBC Goals Test, Revised Elementary School form, included an assessment of face validity by the authors of the test (third-party evaluators) and evaluation of its use during the first two years of the Project. The revision included shortening some sections of the test and changing some items to equivalent items by using different words. The CBC Goals Test, Junior High form,was not used this year. It was replaced by a standardized test which could be used in senior high also. Certain sections of the ACD focus on certain Project goals so that its use was warranted. Also, the standardization for grades 8 through 11 was considered an important factor in selecting this test.

Data Collection

Once the students in each sample group were identified, each student was identified by a school number and a student number. Student numbers of control students were the same as student numbers of Project students so that matched pairs of students were easily identified. The appropriate testing instruments were secured and a schedule arranged for collecting student data.

On March 16 and 17 five examiners, supervised by Dr. Barbara Parramore, administered the career education and self-awareness tests to students in the Project and control schools. Morning and afternoon testing times were alternated among groups so that no one grade level was all tested the same time of day. All tests except the CBC Goals Test, Elementary School form, were forwarded to the publishers for machine scoring.

In early May, fifth and eighth grade students were given the reading section of an achievement test by Mrs. Hilton and the guidance staff. These tests were hand scored by the evaluation staff.

Questionnaires were sent directly to parents, community members, and teachers in the Project schools. Each was provided a pre-addressed, postage-paid envelope in which to return the questionnaire directly to the evaluators. Parents and community members were sent one follow-up letter in an effort to secure a higher percentage of returns.

Other data used in the evaluation were collected from reports and interviews with people in Union County. The quarterly reports of the CBC Project staff were especially useful. The on-site evaluation included school visits and use of interview forms to assess the extent to which the Project activities had been carried out by the professional personnel in the Project schools and Career Center.

Data Analysis

Data were coded, punched on cards and analyzed by selected computer programs. Dr. Ardell C. Linnerud, N. C. State University Institute of Statistics, served as consultant to the evaluators and supervised the processing of data. Data for outcome questions for which statistical analyses were inappropriate were subject to a descriptive analysis. The statistical procedure used on other data was an analysis of variance, primarily. Certain other analyses were used when appropriate.

Evaluation Report

The remainder of this report presents the results of the evaluation for the third and final year of the Project. It includes results of student outcomes, adult attitudes, activities, and a final section on findings, conclusions, and recommendations. The actual data for this evaluation are on file in the School of Education at North Carolina State University and are available for inspection by interested parties.

Part III: STUDENT OUTCOMES: PRODUCT EVALUATION

Project Goals

Student outcomes or the results of the Project, are based on data collected from students in grades 5, 8, 9, and 11. There were ten schools in the Project, four elementary, two middle, and four senior high. In addition to these schools there were four control schools, two elementary and two middle. Since all four of the senior high schools were in the Project, no control school testing was done at that level.

Certain Project goals were established for the students by the faculties and administrators of the Project schools. These goals were changed slightly from year to year. The goals for the third year for the various components are given below.

Elementary School Level: Self and Career Awareness Phase

Goal 1: To increase the student's self-awareness, encouraging a positive self-concept.

Goal 2: To increase the student's awareness of the many occupations and job roles in the community.

Goal 3: To increase the student's understanding of the interdependence of people.

Goal 4: To develop positive attitudes in the student toward work and workers in all career areas.

Goal 5: To increase the student's knowledge and understanding of facts and concepts about different occupations.

Goal 6: To develop the student's decision-making and planning skills.

Goal 7: To help the student understand that school experiences are related to the "world of work."

Goal 8: To develop the student's skills in interpersonal relationships.

Goal 9: To develop the student's understanding of the characteristics of successful work behavior.

Goal 10: To help the student relate personal interests and abilities to various work roles.

Goal 11: To develop the student's awareness that the "world of work" is constantly changing.

Middle School Level: Career Exploration Phase

Goal 1: To develop a positive self-concept in the student.

Goal 2: To develop the student's ability to accept others.

Goal 3: To increase the student's decision-making and problem-solving skills.

Goal 4: To develop the student's understanding of the relationship between school and the larger society.

Goal 5: To help the student develop positive attitudes and appropriate work habits.

Goal 6: To develop the student's understanding of the design, manufacturing, distribution, and utilization of products and services.

Goal 7: To increase the student's knowledge of specific occupations and careers in the community.

High School Level: Career Preparation Phase

Goal 1: To increase the student's self and career awareness.

Goal 2: To assist the student in clarifying and further developing personal, social, and career values.

Goal 3: To increase the student's understanding of career dynamics.

Goal 4: To expand the student's education and career horizons.

Goal 5: To develop the student's decision-making process.

Goal 6: To prepare the student for career search, entry, and progression.

Goal 7: To assist the student in exploring means of personal fulfillment and in developing social responsibilities.

These stated goals influenced the selection of test instruments and the procedures for collecting data from students. Results of the student testing are reported separately by component levels.

Results for Elementary Schools

There were four elementary schools in the Project: Indian Trail, Unionville, Waxhaw, and Wingate. The two control schools were Hemby Bridge and Prospect. Fifth grade students in these schools who were in the samples were given certain tests. The results of this testing are reported below.

A question arose during the year about the involvement in the CBC Project of teachers and students in non-Project schools. During the third-year of the CBC Project, teachers from other schools in the county were invited to visit Project schools and to borrow CBC curriculum materials. Some CBC Project workshops and meetings were open to other teachers.

To determine the involvement of fifth-grade teachers in the two randomly selected control schools, a letter and questionnaire were sent to the fifth-grade teachers and the principals of Hemby Bridge and Prospect schools. All eight teachers and the two principals returned the questionnaires. The response was "no" to these three questions:

1) I attended and participated during this school year in a workshop for teachers given by the staff of the CBC Project.

2) I have used curriculum materials (units, films, filmstrips, etc.) furnished bv the CBC Project staff during this year.

3) I have had conferences with members of the CBC Project staff.

Also, all teachers indicated their "estimate of the extent to which the CBC Project staff and materials may have influenced my teaching during this year, 1976-77,"was rated as "to no extent." One principal responded to this item by estimating "to a minor extent." There were four rating responses for this item.

The evaluation staff concluded that there had been no formal efforts by the teachers at Hemby Bridge and Prospect schools to carry out goals of the CBC Project. Therefore, it concluded that the non-Project students matched with students in the Project schools had not participated in activities specifically designed to implement the Career-Based Curriculum.

Self-awareness, Grade Five

Goal 1: To increase the student's self-awareness, encouraging a positive self-concept.

To assess self-awareness, the Self-Observation Scales were used again for the third year. The fifth-grade students were given the intermediate form of the SOS which has seven subtests. Table 1 shows the mean percentile results for 32 matched pairs of students. There were no significant differences on the SOS subtest scores between the students in the Project schools and students in the non-Project schools.

Table 1. Mean self-awareness factor scores, Grade 5

	Project Students		Non-Project Students		
Factor	N	Mean Percentile	N	Mean Percentile	F Value
Self-Acceptance	32	74.66	32	78.50	.63
Self-Security	32	63.69	32	56.78	1.02
Social Maturity	32	63.00	32	67.25	.64
Social Confidence	32	62.88	32	61.88	.03
School Affiliation	32	69.63	32	66.84	.16
Teacher Affiliation	32	68.34	32	73.19	.95
Peer Affiliation	32	68.78	32	70.34	.08

Career Education achievement, Grade Five

Goal 2: To increase the student's awareness of the many occupations and job roles in the community.

On Part B of the CBC Goals Test, students were asked to "list as many kinds of workers as you can." Three minutes were allowed for this response. Table 2 shows that the Project students listed an average of 15.18 workers and non-Project students listed an average of 13.27. Although, the non-Project students listed fewer there was no significant difference between the two groups' performance on this task.

Table 2. Mean number of workers students listed in three minutes, Grade 5

Group	N	Mean	SD	F Value
Project students	33	15.18	5.11	2.31
Non-Project students	33	13.27		

Goal 3. To increase the student's understanding of the interdependence of people.

Part C of the CBC Goals Test required students to match workers who need the work of others to do their own work and to identify correctly statements about the interdependence of workers. The students' performance on the 12 items of this subtest was about the same when comparing the two groups. The statistical analysis showed no significant difference between the Project and non-Project students on this subtest as shown below in Table 3.

Table 3. Student knowledge of dependence of workers, Grade 5

Group	N	Mean	SD	F Value
Project students	33	8.76	1.56	.31
Non-Project students	33	8.55		

Goal 4: To develop positive attitudes in the student toward work and workers in all career areas.

Part D of the CBC Goals Test required students to circle three words best describing the worker listed. The workers were: lawyer, auto mechanic, turkey farmer, carpenter, banker, and doctor. Each worker had eight descriptive terms which reflected either positive or negative attitude toward the worker. The analysis was based on the number of positive statements marked for each worker.

Table 4 shows the comparison of students in the two groups, Project and non-Project. There were no significant differences between the two groups on any of the six items. The students' mean scores ranged between two and three positive statements for each worker.

Table 4. Mean scores of student attitudes toward selected occupations, Grade 5

	Project Students		Non-Project Students		
Worker	N	Mean	N	Mean	F Value
Lawyer	33	2.88	33	2.73	1.20
Auto mechanic	33	2.73	33	2.82	.59
Turkey farmer	33	2.67	33	2.42	2.58
Carpenter	33	2.70	33	2.78	.33
Barber	33	2.76	33	2.72	.03
Doctor	33	2.76	33	2.85	.52

Goal 5. To increase the student's knowledge and understanding of facts and concepts about different occupations.

Part E of the CBC Goals Test consisted of ten items to determine student achievement in knowledge about occupations. This knowledge included understanding characteristics of the worker and tools or procedures used in performing duties. Table 5 shows the Project students averaged 7.27 items correct and the non-Project students averaged 6.67 items correct. There was no statistically significant difference between the two groups' performance on this subtest.

Table 5. Student knowledge of occupations, Grade 5

Group	N	Mean	SD	F Value
Project students	33	7.27	1.31	3.53
Non-Project students	33	6.67		

Goal 6: To develop the student's decision-making and planning skills.

Part F of the CBC Goals Test consisted of six items designed to determine student skill in decision-making and planning. Table 6 shows the mean score Project students was 4.67 and for non-Project students it was 3.81. The Project students performed significantly better on this subtest than did the students in the non-Project schools. This difference was significant at the .01 level.

Table 6. Student knowledge of decision making and planning skills, Grade 5

Group	N	Mean	SD	F Value
Project students	33	4.67	1.21	8.07**
Non-Project students	33	3.81		

** Significant at the .01 level by analysis of variance

Goal 7: To help the student understand that school experiences are related to the "world of work."

Part G of the CBC Goals Test had six items designed to determine student understanding of the relationship between school experiences and the "world of work." Table 7 shows the mean score of Project students was 4.18 correct on this subtest and the mean score was 3.33 for non-Project students. This difference was significant at the .01 level in favor of the Project students.

Table 7. Student knowledge of the relationship of school experiences to occupations

Group	N	Mean	SD	F Value
Project students	33	4.18	.94	13.52**
Non-Project students	33	3.33		

**Significant at the .01 level by analysis of variance

Goal 10: To help the student relate personal interests and abilities to various work roles.

Part H of the CBC Goals Test included six items designed to determine student understanding of the relationship of interests and abilities to various work roles. Table 8 shows that the Project students' mean score was 4.85 and the non-Project students' mean score was 4.39. There was no statistically significant difference between the two groups' performance on the subtest.

Table 8. Student knowledge of the relationship of interests and abilities to various work roles, Grade 5

Group	N	Mean	SD	F Value
Project students	33	4.85	1.31	1.98
Non-Project students	33	4.39		

It should be noted that goals 8, 9, and 11 were not evaluated due to the lack of satisfactory assessment techniques. Therefore, the analyses of the findings of these goals were omitted from the study.

Career Education perception, Grade Five

The CBC Goals Test included items requesting students to respond to questions about activities of the career-based curriculum and to their perceptions of those activities. There were 33 matched pairs of students responding to the items. Table 9 shows the number of students responding "yes" or "no" to each item and the results of the chi-square test for each item.

The percentages for positive responses on items which were of a general nature were often the same for the students in Project schools and students in non-Project schools. The first item indicated that the majority of students, 94 percent Project and 88 percent non-Project, felt "My teacher is really interested in teaching me about different careers (jobs)." A similar percentage in Project schools, 94 percent, and 97 percent in non-Project schools agreed that "learning about careers and jobs is important." The percent indicating "I'd like to have a job in the afternoon," was 82 in Project schools and 88 in non-Project schools.

Certain items that dealt more directly with instructional activities of the career-based curriculum were numbers 4, 5, 6, 7, 8, 11, 12, 15, and 16. The student response to these nine items, when tested by the chi-square procedure, resulted in chi-square values significant at the .01 or .05 levels for all but items 4 and 6. These were in favor of the Project students.

The Project students' responses to participation in career-based curriculum activities were significantly different from the response of non-Project students as follows:

1. More Project students indicated they believed they had "learned a lot about places people work in the community (town);" "yes" response from 85 percent of Project and 64 percent of non-Project.

2. More Project students indicated they "had been on field trips this year;" "yes" response from 91 percent of Project and 45 percent of non-Project.

3. More Project students reported experience "in taking turns pretending to be workers," than non-Project students, 72 percent and 18 percent respectively.

4. More Project students (79 percent) indicated they had "made things about workers" than non-Project students (24 percent).

5. More Project students who had made things about workers indidated "yes, I like making things about workers;" 70 percent for Project and 39 percent for non-Project. (It should be observed here that the number of non-Project students responding "yes" to item 11 was 8 and the number responding "yes" to item 12 was 13, indicating some confusion in understanding the item.

6. More Project students, 72 percent, indicated they had "collected things about workers" than non-Project students, 45 percent.

7. More Project students, 76 percent, than non-Project students, 45 percent, indicated they had had guidance counselors come to their classrooms, Both groups, 82 percent Project students and 45 percent non-Project students who had responded "yes" counselors had come to their classrooms, indicated "yes" they thought "it's fun to have guidance counselors come to my classroom."

There were several items about career education activities which showed no significant differences between the response of the two student groups. The non-Project students, 91 percent, were higher than Project students, 72 percent, in reporting they had "had class visitors this year." Both groups indicated if they had had class visitors that "yes," they liked having visitors come to class.

The response to item 6 was 4 students in Project schools and 11 in non-Project schools indicating that "yes, I like going on field trips." The "no" response to this item was 29 Project students or 88 percent and 22 non-Project students or 67 percent.

Table 9. Student perception of career-based curriculum activities, Grade 5

	PROJECT				NON-PROJECT				
	Yes		No		Yes		No		
Item	N	%	N	%	N	%	N	%	X^2
1. My teacher is really interested in teaching me about different careers (jobs).	31	94	2	6	29	88	4	12	.0733
2. Learning about careers and jobs is important.	31	94	2	6	32	97	1	3	.35
3. I'd like to have a job in the afternoon.	27	82	6	18	29	88	4	12	.47
4. I've learned a lot about places people work in the community (town).	28	85	5	15	21	64	12	36	3.88
5. Have you been on field trips this year?	30	91	2	6	15	45	18	55	18.80**
6. If yes, I like going on field trips.	4	12	29	88	11	33	22	67	4.23
7. Has your class taken turns pretending to be workers?	24	72	9	28	6	18	27	82	19.80**
8. If yes, do you like pretending to be workers?	23	70	5	15	9	27	6	18	13.56**
9. Have you had class visitors this year?	24	72	9	28	30	91	3	9	3.67
10. If yes, do you like having visitors come to class?	28	85	4	12	28	85	3	9	.48
11. Have you made things about workers this year?	26	79	7	21	8	24	24	72	19.85**
12. If yes, I like making things about workers.	23	70	6	18	13	39	4	12	10.38**
13. Have you collected things about workers this year?	24	72	9	28	15	45	18	55	5.08
14. If yes, I like collecting things about workers.	22	67	5	15	18	55	4	12	1.98
15. Have you had guidance counselors come to your classroom this year?	25	76	8	24	15	45	16	49	7.17*
16. If yes, I think it's fun to have guidance counselors come to my classroom.	27	82	3	9	15	45	6	18	9.83**

** Significant at .01 level
* Significant at .05 level
Note: Not every student responded to every item.

Other goals, Grade Five

Student achievement in general was expected to be enhanced by the Project activities. Table 10a shows the mean percentiles for Project and non-Project students on the California Achievement Test, reading, in spring 1975 and for spring, 1977. This table shows that the two groups performance on the reading was not significantly different in 1975 or in 1977. Table 10b shows the number of days absent was not significantly different between the two groups.

Table 10a. Mean percentile scores in reading for 1975 and 1977, Grade 5

		1975 Mean Percentile			1977		
Group	N	Pre-Test	SD	F	Post-Test	SD	F
Project students	34	53.53	1.11	.01	56.41	17.00	2.41
Non-Project students	34	53.56			49.97		

Table 10b. Mean number days absent during 1976-77 for Project and non-Project students, Grade 5

Group	N	Mean	SD	F Value
Project students	38	5.13	4.65	.10
Non-Project students	38	5.37		

Comparison of Project students' performance, Grade Four and Five

The Project fifth-grade students were tested in the fourth-grade on certain measures. From among the fourth-grade random sample in 1975-76, there were 37 students on which data for both years were available. Table 11 shows the comparison of the fifth graders' performance on the Self-Observation Scales with their performance on the same test when they were fourth-graders. On five of the seven scales of this test, the students' scores increased significantly. The two scales showing no significant change were Teacher Affiliation and School Affiliation. These data should be interpreted with caution since it is not known to what extent maturity influences the development of these student characteristics or factors.

Table 11. Self awareness factors of the same students, 1975-76 and 1976-77

	MEAN PERCENTILE			
Factor	Grade Four	Grade Five	SD	F Value
Self Acceptance	60	74	13	22.64**
Self Security	52	63	23	4.04*
Social Maturity	39	63	30	10.24**
Social Confidence	50	63	24	4.08*
Social Affiliation	60	69	26	3.72
Teacher Affiliation	61	68	21	1.79
Peer Affiliation	48	67	23	11.22**

Number students = 37
** Significant at the .01 level by analysis of variance
* Significant at the .05 level by analysis of variance

The attendance of students was determined by the number of days absent during the first seven months of the school year. Table 12 shows the fifth graders attendance when compared to their own attendance as fourth graders was not significantly different.

Table 12. Mean number of days absent for same students, 1975-76 and 1976-77

Grade	N	Mean Number Days Absent	SD	F Value
Grade Four	37	4.30	3.11	.10
Grade Five	37	5.46		

Results for Middle Grade Schools

During the third and final year of the Project, there were 475 eighth-grade students in the two Project middle schools. East Union had 245 students enrolled and Parkwood Middle had 230 enrolled. From a master list of students in both schools a ten percent sample was selected. These 48 students were identified by age, sex, race, and the verbal score on the DAT. All eighth-grade students in the other two middle schools, Piedmont and Sun Valley, were identified by these criteria. From among these students 48 were selected to match the 48 students in the Project schools resulting in 48 matched pairs. The number of pairs was reduced somewhat due to student transfers and absences on testing days so that complete data were available on 34 pairs. Table 13 shows the mean percentiles for the students' verbal scores on the DAT. The F value was not significant so it was concluded that the two groups were matched on ability in addition to sex, race, and age.

Table 13. Mean verbal scores on DAT for Project and non-Project students, Grade 8

Group	N	Verbal DAT Mean Percentile	SD	F Value
Project students	34	38.47	.97	.06
Non-Project students	34	38.53		

Self-awareness, Grade Eight

Goal 1: To develop a positive self-concept in the student.

Goal 2: To develop the student's ability to accept others.

To assess the students' self-awareness, the Self-Observation Scales were used. Table 14 shows the mean percentile scores for each subtest for the Project and non-Project students. There were no significant differences between the Project and non-Project students on five of the six subtests. One subtest, school affiliation, was significantly different at the .05 level in favor of the non-Project group.

Table 14. Self-awareness factors, Grade 8

Factor	PROJECT Mean Percentile	NON-PROJECT Mean Percentile	SD	Value
Self Acceptance	56	57	18	.07
Self Security	48	49	25	.05
Social Maturity	50	57	17	2.22
Social Confidence	46	50	27	.43
School Affiliation	57	66	16	5.91*
Teacher Affiliation	70	67	20	.44

Number Students = 34

* Significant at the .05 level by analysis of variance

Career education awareness, Grade Eight

Goal 3: To increase the student's decision-making and problem-solving skills.

One section of the Assessment of Career Development (ACD), Part III, consisted of items related to decision-making and problem-solving. Table 15 shows percent of correct student response to nine items of this test. There were 44 students in the Project group and 36 students in the non-Project group. (In the statistical treatment an adjustment was made for unequal numbers so that the two groups remained matched on the criteria stated earlier.) The two groups performed equally well on all nine items.

Table 15. Career planning knowledge, Grade 8

ACD Item	PROJECT(N=44) Mean Percent Correct Response	NON-PROJECT(N=36) Mean Percent Correct Response	SD	F Value
3. Knowledge of when people need to begin career planning.	87	80	7	.67
4. Knowledge of the "right" job for a person in terms of his abilities.	62	66	8	.10
12. Knowledge of job openings that require a college degree.	60	71	9	1.13
13. Knowledge of English and Math skill requirements of college freshmen from one college to another.	36	37	8	.002
15. Knowledge of women working outside the home after marriage.	52	62	19	.71
22. Knowledge of the number of jobs a typical man will hold during his working lifetime.	62	74	8	1.17
24. Knowledge of the most important thing to consider in a job.	30	33	1	.11
28. Knowledge of the best way to begin career planning	50	49	14	.00
29. Knowledge of the information given in the occupational outlook handbook.	57	48	10	.56

Note: Results adjusted for unequal numbers

The students' perceived need for help in career-planning and decision-making was assessed by nine items on the ACD. These ranged from needing help in improving study and reading skills to obtaining money for education and finding after-school or summer work. There were no significant differences on these items between the Project and non-Project student groups.

Table 16. Student perceived needs for help, Grade 8

ACD Item	PROJECT(N=41) Mean Percent of "Yes" Responses	NON-PROJECT(N=33) Mean Percent of "Yes" Responses	SD	F Value
46. Improving study skills	80	78	13	.02
47. Improving reading skills	70	61	17	.72
48. Improving math skills	78	79	10	.02
49. Choosing courses	59	57	12	.03
50. Discussing personal concerns	59	48	10	.88
51. Discussing health problems	40	22	9	2.73
52. Making career plans	70	79	12	.67
53. Obtaining money for education	62	57	5	.15
54. Finding after-school or Summer work	87	70	9	2.89

Goal 4: To develop the student's understanding of the relationship between school and the larger society.

Table 17 shows the distribution of student response to items about future educational plans. On the item about completing "up to two years in community college, junior college, or technical school" the group of Project students' response was somewhat different from the group of non-Project students. There were no significant differences between the two groups on any of the items about level of education plans , however.

Table 17. Educational plans, Grade 8

ACD Item	PROJECT(N=44) Mean Percent Response	NON-PROJECT(N=36) Mean Percent Response	SD	F Value
A. Graduate from high school	26	38	19	1.28
B. Complete an apprenticeship program	5	3	3	.21
C. Complete job training program in the military	7	5	9	.14
D. Complete up to two years in community college, junior college, or technical school	16	6	2	1.82
E. Complete up to two years in private business, trade or technical school	5	0	5	1.78
F. Complete three years or more of college	38	43	15	.16

Goal 5: To help the student develop positive attitudes and appropriate work habits.

There were seven items on the ACD test which showed how students felt about the career planning help provided at their schools. The mean percent responses are given in Table 18 for the Project and non-Project groups of students. There were no significant differences between the two groups' responses to these seven items except on item 40 which was significantly different at the .05 level in favor of the Project students.

Table 18. Reaction to career planning experiences, Grade 8

ACD Item	PROJECT(N=42) Mean Percent Response	NON-PROJECT(N=35) Mean Percent Response	SD	F Value
39. File of job descriptions, pamphlets, or books on jobs.				
A. Help not used, not provided	30	34	14	.14
B. Of little help	19	19	16	.00
C. Of some help	30	31	10	.00
D. A lot of help	22	17	6	.31
40. Films on jobs, talks by workers, career days, tours.				
A. Help not used, not provided	11	28	14	3.30
B. Of little help	36	44	11	.50
C. Of some help	39	17	9	4.58*
D. A lot of help	14	12	3	1.06
41. Class discussion by teachers of jobs related to subjects				
A. Help not used, not provided	15	33	14	3.19
B. Of little help	31	27	8	.15
C. Of some help	34	24	4	.93
D. A lot of help	22	18	3	.19

Table 18. Continued.

ACD Item	PROJECT(N=42) Mean Percent Response	NON-PROJECT(N=35) Mean Percent Response	SD	F Value
42. Discussion with counselor of education and job plans after high school				
A. Help not used, not provided	39	40	2	.01
B. Of little help	20	24	7	.14
C. Of some help	25	27	7	.04
D. A lot of help	17	10	12	.79
43. Meetings with small groups to discuss what wanted from a job, education, plans, etc.				
A. Help not used, not provided	30	38	17	.61
B. Of little help	34	25	7	.74
C. Of some help	16	25	8	.95
D. A lot of help	22	13	9	.95
44. The overall help provided by the school				
A. Help not used, not provided	8	10	10	.15
B. Of little help	23	24	6	.02
C. Some help	44	43	11	.00
D. A lot of help	27	23	3	1.65
45. The availability of a counselor when wanted or needed				
A. Hardly ever	19	17	11	.08
B. Usually	32	42	18	.75
C. Almost always	42	40	10	.05
D. Do not have a counselor	7	4	4	.48

* Significant at the .05 level by analysis of variance

Knowledge of Union County, Grade Eight

Goal 6: To develop the student's understanding of the design, manufacturing, distribution, and utilization of products and services.

Goal 7: To increase the student's knowledge of specific occupations and careers in the community.

Fifteen items were added to the ACD test which were about characteristics of local occupations. These items were developed by the third-party evaluators from data about Union County provided by the CBC Project staff. Table 19 shows the mean percent of correct response by groups to 12 items. On one of the 12 items the response was significantly different between the two groups. On item 5 the non-Project group responded at a higher percentage of correct responses, 84, than the Project group, 65 percent; this difference was significant at the .05 level.

No performance levels had been set for student knowledge on the local items. However, it should be observed that the highest percent of students responding correctly to these items was 84 percent and the lowest was 8.5 percent. The mean percent for the total 12 items was 37.46 percent for Project students and 39.17 for non-Project students.

Table 19. Knowledge of occupations and careers in Union County, Grade 8

Item	PROJECT(N=44) Mean Percent Correct	NON-PROJECT(N=36) Mean Percent Correct	SD	F Value
1. Knowledge of the occupational cluster in Union County having the smallest number of people.	21	33	14	1.55
2. Knowledge of Union County work force.	45	39	20	.34
4. Knowledge of blue collar workers in Union County.	23	22	10	.01
5. Knowledge of the occupational cluster employing people to build houses in Union County.	65	84	4	4.05*
6. Knowledge of the occupational cluster employing teachers in Union County.	16	30	11	2.02
7. Knowledge of the occupational cluster employing pharmacists in Union County.	57	62	14	.17
8. Knowledge of the occupational cluster employing plumbers in Union County.	32	28	5	.11
11. Knowledge of Union County's manufacturing occupations.	44	28	21	2.29
12. Knowledge of the occupational cluster employing people working in accounting.	49	44	30	1.13
13. Knowledge of Union County's largest number of semi-skilled workers.	21	9	2	2.45
14. Knowledge of industry dependencies.	45	45	16	.00
15. Knowledge of the effects of strikes on non-striking workers in other industries.	33	48	6	1.95

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* Significant at the .05 level by analysis of variance

Table 20 shows student response to the remaining three local items given on the ACD test. There were no significant differences in the student response to these items between the Project and non-Project groups. The table shows that more eighth grade students had knowledge of bricklaying training opportunities in Union County than they did of opportunities in power mechanics training.

Table 20. Knowledge of job preparation requirements and opportunities in Union County, Grade 8

Item		PROJECT(N=44) Mean Percent Correct	NON-PROJECT(N=36) Mean Percent Correct	SD	F Value
3	Knowledge of level of skilled occupations that do not require special training.	28	23	15	.12
9	Knowledge of bricklaying training opportunities in Union County.	64	69	7	.26
10	Knowledge of power mechanics training opportunities in Union County.	39	45	2	.34

Career education achievement, Grade Eight

The Assessment of Career Development Test,(ACD), is divided into three scales. These are: A - occupational characteristics (54 items), B - occupational preparation requirements (18 items) and C - career planning knowledge (40 items). Table 21 shows the two student groups' mean scores on each of these three scales. There were no significant differences between the two groups on these three scales of the ACD. It may be observed that the groups, on each of the scales, had mean scores about one-half the highest possible scores.

Table 21. Career education knowledge, Grade 8

ACD Scales	Highest Possible Score	PROJECT(N=44) Mean Score	NON-PROJECT(N=36) Mean Score	SD	F Value
A. Occupational characteristics	54	26.92	28.64	1.93	1.04
B. Occupational preparation requirements	18	9.10	8.96	.57	.05
C. Career planning knowledge	40	21.88	22.53	1.42	.21

Reading achievement, Grade 8

The students in the student samples from the Project schools and the non-Project schools were given the reading section of the Sequential Tests of Educational Progress, STEP, in May, 1977. Table 22 shows the mean percentile reading scores for the two student groups. The groups' performance in reading was not significantly different.

Table 22. Reading achievement, Grade 8, Spring 1977

Group	N	Mean Percentile	SD	F Value
Project students	34	31	18	.21
Non-Project students	34	29		

Results for High Schools

Students in grades 9 and 11 were given tests in the spring semester, 1977 and certain other student data were obtained. This section of the report presents: information on current ninth-graders' performance in comparison with their own performance when in grade eight and student performance for ninth-graders and eleventh graders as reported on certain measures as well as a three-way comparison of student performance on ACD for eighth, ninth, and eleventh graders.

The goals for the high school component of the Project focused on the "career preparation phase." These goals were aimed at reinforcing career education activities of the elementary and middle school grades and adding the opportunities for students to prepare for a career search, entry and progression. The high school goals are stated in the first section of this part of the report. It should be observed that all four high schools were a part of the Project; therefore, all students in grades 9 through 12 in the Union County Schools were in Project activities and there were no control groups of students for this component of the evaluation.

Self-awareness, High School

Ninth-graders who had been among the eighth-graders in 1975-76 in the Project schools' sample were identified and used as the students for testing in 1976-77. Table 23 shows that on four of the seven factors there were significant differences between the students' scores in the ninth grade in comparison with their scores when in the eighth grade. It is necessary to observe that differences may be developmental in nature. If so, questions arise with respect to the factors on which there were no significant differences. There were, when the students' performance this year were compared with their performance a year earlier, significant differences on most of the self-awareness factors.

Table 23. Self-awareness factors for same students 1975-76 and 1976-77, Grade 9 (N=53)

Factor	EIGHTH GRADE Mean Percentile	NINTH GRADE Mean Percentile	SD	F Value
Self Acceptance	58	59	12	.28
Self Security	42	49	18	4.20*
Social Maturity	42	50	14	7.84**
Social Confidence	58	58	19	.004
School Affiliation	57	66	19	6.19*
Teacher Affiliation	59	66	24	2.32
Peer Affiliation	55	67	22	6.93**

*Significant at the .05 level by analysis of variance
**Significant at the .01 level by analysis of variance

Table 24 shows the mean percentile results on the Self-Observation Scales for grades 8, 9, and 11, Spring 1977. There were no significant differences among the three groups on any of the items. Table 23 showed there were differences from grade 8 to 9 for the same students.

Table 24. Self awareness factors for students in grades 8, 9, and 11, Spring 1977

Factor	N=44 GRADE 8 Mean Percentile	N=66 GRADE 9 Mean Percentile	N=60 GRADE 11 Mean Percentile	SD	F Value
Self Acceptance	57	59	63	22	1.18
Self Security	47	49	49	31	.37
Social Maturity	51	50	60	29	1.3
Social Confidence	48	58	56	29	1.73
School Affiliation	59	66	65	21	2.9
Teacher Affiliation	70	66	67	24	.32

Attendance, Grade Nine

The number of days absent for ninth-graders during 1976-77 and for the same students the previous year are presented in Table 25. The table shows that there was a significant difference in attendance for these students from year to year. Their attendance was poorer during the ninth grade.

Table 25. Comparison of attendance for same students 1975-76 and 1976-77, Grade 9

Grade	N	Mean days Absent	SD	F Value
Eight	54	4.89	4.61	5.52*
Nine	54	6.89		

* Significant at the .05 level by analysis of variance

Note: Number days absent based on first seven months of the school year.

Knowledge of Union County, Grades Eight, Nine, and Eleven

Fifteen items were added to the ACD test which were about Union County . Tables 26 and 27 present the results for each item for students in grades 8, 9, and 11.

Table 26 gives twelve of the fifteen items and the mean correct response to each by grade groups. When a significant difference, as indicated by the F value, occurred among the three groups then an analysis was made by comparing two grade levels to determine where the difference existed. Items 1, 2, 6, 8, 13, 14, and 15 had similar response from the three groups. There were no F values among the three groups for any of these items which were significant. No further analyses were made for items 4 and 11 since they were significant at the .05 level.

Item 5 was about the occupational cluster employing people to build homes in Union County. The difference in knowledge between the grade 8 group and the grade 11 group was significant at the .01 level. The difference between grade 9 and 11 was significant at the .05 level and the difference between the means for grades 8 and 9 was not significant.

Item 12 was about the occupational cluster employing people working in accounting. The difference between the means for the eight and eleventh grade groups and for the ninth and eleventh grade groups were both significant at the .01 level.

Item 7 was about the occupational cluster employing pharmacists. The difference between the means for the eighth and the eleventh grade groups and the ninth and eleventh grade groups were significant at the .05 and .01 levels respectively.

From Table 26 it may be observed that knowledge about occupations and careers in Union County differed little from the eighth to ninth to eleventh grade groups except on the occupational clusters which include home building workers, pharmacists, and accountants. The eleventh grade group's knowledge on these occupational clusters was significantly different from that of eight and ninth graders.

Table 26. Knowledge of occupations and careers in Union County, Grades 8, 9, and 11

Item	N=44 GRADE 8 Mean Percent Correct	N=66 GRADE 9 Mean Percent Correct	N-59 GRADE 11 Mean Percent Correct	SD	F Value
1. Knowledge of the occupational cluster in Union County having the smallest number of people	21	15	15	1	.33
2. Knowledge of Union County work force	45	35	50	11	1.24
4. Knowledge of blue collar workers in Union County	23	29	47	17	3.53*
5. Knowledge of the occupational cluster employing people to build homes in Union County	64	74	96	8	9.81**
	64	--	96	8	19.05**
	--	74	96	8	7.69**
	64	74	--	8	1.81
6. Knowledge of the occupational cluster employing teachers in Union County	16	35	28	11	1.71
7. Knowledge of the occupational cluster employing pharmacists in Union County	57	63	85	11	5.99**
	57	--	85	11	8.85*
	--	63	85	11	5.57**
	57	63	--	11	.55
8. Knowledge of the occupational cluster employing plumbers in Union County	32	54	44	17	1.84
11. Knowledge of Union County's manufacturing occupations	45	34	63	14	4.43*
12. Knowledge of the occupational cluster employing people working in accounting	49	62	87	8	9.68**
	49	--	87	8	32.97**
	--	62	87	8	7.13**
	49	62	--	8	2.14
13. Knowledge of Union County's largest number of semi-skilled workers	21	5	28	27	.39
14. Knowledge of industry dependencies	45	55	65	25	.22
15. Knowledge of the effects of strikes on non-striking workers in other industries	33	52	54	27	.24

* Significant at the .05 level by analysis of variance
** Significant at the .01 level by analysis of variance

Table 27 gives the results of student response to items about job preparation opportunities in Union County for the three grade groups, 8, 9, and 11. Two of the three items showed significant differences among the means. These were about bricklaying and power mechanics opportunities in Union County. Bricklaying and auto mechanics training were available this year at the Career Center. The Center was in its first year of operation and students from all four senior high schools may avail themselves of training opportunities of the Career Center.

Table 27. Knowledge of job preparation opportunities in Union County, Grades 8, 9 and 11

Item	N=44 GRADE 8 Mean Percent Correct	N=66 GRADE 9 Mean Percent Correct	N=59 GRADE 11 Mean Percent Correct	SD	F Value
3. Knowledge of level of skilled occupations that do not require special training	30	54	51	16	2.79
9. Knowledge of bricklaying training opportunities in Union County	64	62	85	6	4.66*
10. Knowledge of power mechanics training opportunities in Union County	39	35	68	23	7.09**

* Significant at the .05 level by analysis of variance
** Significant at the .01 level by analysis of variance

Career education awareness, Grades Eight, Nine, and Eleven

Table 28 shows the results of student response by grade levels to eight items on career planning knowledge. Significant differences among the means occurred for three items, numbers 3, 4, and 15. These were of knowledge of when people need to begin career planning, item 3, knowledge of the right job for a person in terms of his abilities, item 4, and knowledge of women working outside the home after marriage, item 15.

Table 29 shows that there were no sifnificant differences among the means of the three grade level groups on nine items about the students' perceived need for help. A review of these items indicated these teenage students had similar perceptions on each item.

Table 28. Career planning knowledge, Grades 8, 9, and 11

ACD Item	N=44 GRADE 8 Mean Percent Correct	N=66 GRADE 9 Mean Percent Correct	N=60 GRADE 11 Mean Percent Correct	SD	F Value
3. Knowledge of when people need to begin career planning	87	76	95	6 6 6	4.68*
4. Knowledge of the right job for a person in terms of his abilities	62	71	89	10	4.86**
12. Knowledge of job openings that require a college degree	60	61	53	11	.46
13. Knowledge of English and math skills requirements of college freshmen from college to college	36	27	31	9	.36
15. Knowledge of women working outside the home after marriage	52	60	79	16	4.76*
22. Knowledge of the number of jobs a typical man will hold during his working life time	62	65	70	16	.34
28. Knowledge of the best way to begin career planning	50	49	64	13	1.54
29. Knowledge of the information given in the occupational outlook handbook	57	54	69	8	1.46

*Significant at the .05 level by analysis of variance

**Significant at the .01 level by analysis of variance

Table 29. Student perceived need for help, Grades 8, 9, and 11

ACD Item	N=41 GRADE 8 Mean Percent Response	N=65 GRADE 9 Mean Percent Response	N=60 GRADE 11 Mean Percent Response	SD	F Value
46. Improving study skills	80	74	74	13	.21
47. Improving reading skills	70	58	70	15	.93
48. Improving math skills	78	64	65	11	1.06
49. Choosing courses	59	66	64	8	.21
50. Discussing personal concerns	59	43	55	11	1.14
51. Discussing health problems	40	23	26	7	1.65
52. Making career plans	70	69	81	17	1.31
53. Obtaining money for education	62	58	65	10	.29
54. Finding work after school or summer	87	74	64	19	3.30

Table 30 shows the kind of education plans students selected at the three grade levels. The future educational plans ranged from graduating from high school only to various one or two year programs to college completion. The pattern of response was similar for all groups on all items except the plan "to complete an apprenticeship program." No eleventh-grader selected this plan whereas a few eighth and ninth graders did so. The plans to complete high school or college were the most frequently selected plan.

In Part VI of this report results of an inventory of seniors' post secondary school plans are given. Table 31 shows this year's eleventh-grader response to items on planning ahead and results of this year's senior inventory of plans. The eleventh grade group is a random sample and the twelfth grade included all seniors' actual plans at the time of the inventory. The item labelled "other" includes those planning to be employed immediately following graduation and other plans.

Table 30. Educational plans, Grades 8, 9, and 11

ACD Item	N=44 GRADE 8 Mean Percent Response	N=65 GRADE 9 Mean Percent Response	N=59 GRADE 11 Mean Percent Response	SD	F Value
A. Graduate from high school	26	26	15	14	1.31
B. Complete an apprenticeship program	5	3	0	.32	1.54
C. Complete job training in the military	7	10	10	8	.14
D. Complete up to two years in community college, junior college, or technical school	16	16	24	10	.75
E. Complete up to two years in private business, trade, or technical school	5	7	8	6	.21
F. Complete three years or more of college	38	33	34	12	.14

Table 31. Comparison of eleventh and twelfth grade educational plans, spring 1977

Plan	N=59* GRADE 11 Percent	N=587** GRADE 12 Percent
Complete three years of more of college	34	24
Complete up to two years private business, trade, or technical school	8	22
Complete up to two years in community college, junior college, or technical school	24	9
Military	10	5
Apprenticeship program	0	0
Other	24	40

*This was a random sample of eleventh-graders.
**This was an inventory of all seniors' actual plans.

Table 32 gives student response to seven items about the career planning activities available to them. Each item was rated in one of four ways from "help not used or provided" to "a lot of help." The patterns of response for the grade levels were similar on all items. Item 45 was about the availability of a counselor. Some eighth and ninth grade students, 7 percent and 5 percent respectively, did not know there was a counselor available whereas all eleventh graders were aware of this fact.

Table 32. Reactions to career planning experiences, Grades 8, 9, and 11

ACD Item	N=42 GRADE 8 Mean Percent Response	N=66 GRADE 9 Mean Percent Response	N=60 GRADE 11 Mean Percent Response	SD	F Value
39. File of job descriptions, pamphlets, or books on jobs:					
A. Help not used, not provided	30	22	19	11	.75
B. Of little help	18	26	20	13	.36
C. Of some help	30	32	40	15	.61
D. A lot of help	22	20	21	9	.01
40. Films on jobs, talks by workers, career days, tours:					
A. Help not used, not provided	11	16	12	8	.23
B. Of little help	36	27	19	10	2.01
C. Of some help	39	36	37	10	.03
D. A lot of help	14	21	32	17	2.30
41. Class discussion by teacher of jobs related to subject:					
A. Help not used, not provided	15	19	17	12	.11
B. Of little help	30	28	25	9	.21
C. Of some help	34	40	34	10	.27
D. A lot of help	21	13	24	11	.93
42. Discussion with counselor of education and job plans after high school:					
A. Help not used, not provided	39	35	20	9	2.76
B. Of little help	20	22	29	12	.77
C. Of some help	24	28	29	10	.12
D. A lot of help	17	15	22	15	.46

Table 32. Continued

ACD Item	N=42 GRADE 8 Mean Percent Response	N=66 GRADE 9 Mean Percent Response	N=60 GRADE 11 Mean Percent Response	SD	F Value
43. Meeting with small groups to discuss what is wanted from a job, education, plans, etc.:					
A. Help not used, not provided	29	32	44	23	1.47
B. Of little help	34	24	18	9	1.67
C. Of some help	16	28	19	15	.96
D. A lot of help	21	16	19	10	.16
44. The overall help provided by the school:					
A. Help not used, not provided	8	8	5	5	.35
B. Little help	22	28	23	8	.21
C. Some help	43	48	42	10	.13
D. A lot of help	27	16	30	13	1.19
45. The availability of a counselor when wanted or needed:					
A. Hardly ever	19	12	14	5	.35
B. Usually	32	42	32	10	.68
C. Almost always	42	41	54	10	1.22
D. Do not have a counselor	7	5	0	1	2.41

Career education achievement, Grades Eight, Nine and Eleven

Table 33 shows the mean score results of student response to the total test of Assessment of Career Development divided into three scales. Significant differences between the means occurred showing that the career education knowledge of eleventh graders was different from the knowledge of eighth and ninth graders. There were no significant differences between the means of eighth and ninth graders on any of the scales. These results suggest that acquiring this knowledge may be developmental since it increases with age and may not be purely a function of school experience. The students' mean scores fell near the middle score for each scale with those of eleventh graders being higher.

Table 33. Career education knowledge, Grades 8, 9, and 11

ACD Scale	N=44 GRADE 8 Mean Score	N=66 GRADE 9 Mean Score	N=60 GRADE 11 Mean Score	F Value
A. Occupational characteristics (54 items, highest possible score=54)	27	30	38	11.22**
	27	--	38	19.04**
	--	30	38	10.19*
B. Occupational preparation requirements (18 items, highest possible score =18)	9	10	12	6.79*
	9	--	12	11.48*
	--	10	12	6.23
C. Career planning knowledge (40 items, highest possible score = 40)	22	23	28	8.81*
	22	--	28	13.17*
	--	23	28	10.22*

* Significant at the .05 level by analysis of variance
** Significant at the .01 level by analysis of variance

Part III of this report presented the results of student testing and analyses of certain data about students in grades 5, 8, 9, 11, and 12. Comparisons were made between matched groups for grades 5 and 8. For grades 5 and 9, certain comparisons were made between these students' performance in 1977 and their own earlier performance. Results of analyses for students' scores in grades 8, 9, and 11 provided another opportunity for comparing student performance on a cross-grade level basis. The findings and conclusions based on the results presented here are presented in the final part of this report.

Part IV: ADULT ATTITUDES TOWARD THE CBC PROJECT

One of the goals of the CBC Project was to bridge the gap between the school and the community. The Project's development and activities during the three years involved many people in Union County. Teachers visited industrial, business, and community agencies and sites. Resource people from the community visited classrooms. Members of the CBC Project staff made arrangements with community people which included orienting them not only to the school program but to the specific objectives of the CBC Project. An examination of the Project's quarterly reports show the systematic way in which these arrangements were made. School personnel and community people were brought closer together in their mutually supportive efforts in providing the education program in Union County schools participating in the CBC Project.

The results of surveys during the Project's first year showed strong adult support for the schools, the CBC Project and the goals of the school system in general. During the second Project year only parents of ninth grade students in all four senior high schools were surveyed. Almost all of these parents (90-98 percent of the 439 respondents), responded positively to statements of opinion about wanting their children to learn about jobs and job opportunities and to learn job skills. It was concluded that the parents of ninth graders in Union County supported strongly the basic concepts of the Career-Based Curriculum Project. During the Project's first year it was determined parents of elementary and middle school children were strong in their support of the Project's goals also.

Parent Response

Parent attitude toward the school and the CBC Project was determined by a mailed survey. From the list of all students in grades 5, 8, and 11 in Project schools, a random sample of ten percent from each grade level was selected. These student names were forwarded to the CBC Project Director who provided the names and addresses of the parents for each student.

The parents of these 150 students were sent a letter, a questionnaire, and postage-paid envelope in March. These included parents of 31 fifth graders, 46 eighth graders, and 73 eleventh graders. The initial response was 78 returns, about 50 percent. A second letter was sent in April to the 72 parents who had not responded to the first mailing. From these 72 parents, 20 responded for a total response rate of 65.3 percent.

Table 1 shows by grade level the number of students in the sample, the number of parents who returned the surveys, and the percentage of responses. The total response was 62 percent.

Table 1. Number of students and survey returns from their parents

Grade	Student Sample	Parent Returns	Percent
5	31	17	54.8
8	46	28	60.9
11	73	50	68.5
Total	150	95	65.3

Parent responses to each of the questions on the survey form are shown in Table 2. More than three-fourths or 75 percent of the parents responding thought their children had positive attitudes toward the schools and were liking school. Almost the same percentage thought their children had developed an interest in jobs (studying about, participating in, talking about).

Table 2 Results of survey of parents with children in grades 5, 8, 11, Spring 1977

SURVEY ITEMS	Grade 5 Percent Yes	Grade 8 Percent Yes	Grade 11 Percent Yes	Total Percent Yes
My child -				
1.-Enjoys school more this year than last.	70.6	85.7	76.0	77.9
2.-Talks occasionally about the kind of job she/he would like to have someday.	64.7	71.4	90.0	80.0
3.-Has a part-time job or talks about wanting to get one to earn money.	58.8	67.8	92.0	79.0
4.-Knows a good deal about types of jobs in the Union County area.	23.5	46.4	48.0	43.2
5.-Sometimes complains that school work is not practical.	35.3	17.8	48.0	37.2
6. I want my child to know more about jobs and job opportunities when she/he leaves school than I did.	100.0	96.4	94.0	95.8
7. It is important for the senior high school to teach about job requirements and how to meet them.	100.0	96.4	94.0	95.8
8. A teacher who can use a practical example of how a skill (in English, arithmetic, reading, science, or other subjects) is used in the work world will interest students more than one who cannot do that.	88.2	96.4	92.0	92.6
9. Most high school students should be taught job skills before graduation.	94.1	89.2	84.0	87.4
10. I believe a high school should help my child get ready to go to work upon graduation just as much as it should help my child get ready to go to college.	94.1	92.8	88.0	90.5
11. Students who plan to go to college should not learn job skills while in high school.	64.7	14.2	34.0	34.4
12. High schools should take their students on trips to businesses and industries to learn about jobs, working conditions, expectations of employers, etc.	100.0	96.4	98.0	97.9
13. While in high school, I would object if my child decided to take occupational education courses such as agriculture, home economics, health careers, distributive education, drafting, welding, office occupations.	11.7	17.8	12.0	13.7
14. I object to the school my child attends putting emphasis on job knowledge.	5.8	14.2	12.0	11.7

Note: Not every parent responded to all items.

Less than half of the parents felt that their children actually knew much about the types of jobs in the Union County area.

It may be concluded that the majority of the parents of fifth, eighth, and eleventh graders in Project schools who returned their opinionnaires strongly supported the basic concepts of the Career Based Curriculum Project. However, it should be observed that less than half of the respondents answered the question, "My child knows a good deal about types of jobs in the Union County area", with a positive reply.

The results of this 1977 parent survey compare very closely to a similar opinionnaire sent to 439 parents of ninth graders in Union County in the fall of 1975. Both surveys indicated strong parental support of the basic concepts of the Career-Based Curriculum Project.

During the Project's first year it was determined that parents of elementary and middle school children were strong in their support of the Project's goals. However, in response to the question, "My child talks more about places of work in the community," less than one-half of the parents of students in Project schools, grades 3 and 6, answered "yes" while 57 percent responded "no" or "uncertain." During this same survey (1974-75) 50 percent of the parents of students in the seventh grade Project schools answered "yes" to the above-stated question while 50 percent also responded "no" or "uncertain."

Business and Community Response

To assess community attitudes during the Project's third year, a questionnaire was sent to 137 people. To develop the list of names the CBC staff furnished the evaluators with a list of businesses and agencies and their leaders and a membership list of the Monroe Rotary Club for 1976-77. Each person on the list was sent a letter of explanation, the questionnaire, and a self-addressed envelope in which to return the response. A second letter and questionnaire were sent as a follow-up. Out of the 137 names on the list, 90 persons, or 66 percent, responded by returning the completed questionnaire.

Table 3 shows the response of the 90 members of the community with respect to their knowledge of and involvement in the career education program. Almost nine of every ten respondents (87 percent) were familiar with the Career-Based Curriculum in Union County schools. Of the respondents, 70 percent indicated they believed the results of the activities will be of substantial value to the community. During this school year 33 people or 36 percent had been contacted by a CBC Project staff member. Two-thirds (66 percent) of the respondents indicated they would like to be involved with students in career education activities.

Respondents to the questionnaire described their involvement with the Project. This involvement included visiting classes, speaking to teacher groups, arranging tours, and assisting in preparing curricula materials. Several indicated they had served on the advisory committee and two indicated they had accepted this responsibility recently. Others mentioned working with and planning for the Career Center classes and program. One person who had been on the advisory committee was critical of the fact the advisory committee had become inactive.

Table 3. Community response to the CBC Project, 1977

Item	Number Responding	Yes Percent	No Percent	Uncertain Percent	No Response Percent
1. Familiar with the Career-Based Curriculum in Union County Schools.	90	87	8	5	-
If yes, do you feel the results of the activities will be of substantial value to the community	78	70	5	12	13
2. Have been contacted by a CBC staff member this school year.	90	36	59		-
3. Would like to be involved with students in career ed. activities	90	66	12	21	1

In the spring of 1975 a random sample of names was taken from the Business Directory for Union County and the Monroe Chamber of Commerce list. Out of 100 names and organizations on the list, 40 returned their questionnaires. Table 4 shows the percent of "yes" responses for 1975 and 1977 to questions about the CBC Project. The percent of people being familiar with the Project increased from 64 to 87 percent over the two-year period. The value of the Project activities was felt to be positive by nearly the same percentages, 66 in 1975 and 70 in 1977. A higher percentage of respondents, 36, had been contacted by the CBC staff during 1977 than was the case in 1975 when 26 percent had been contacted. A slightly higher percentage of people, 66 in 1977, indicated they would like to be involved in career education activities than was the case in 1975 when 54 percent indicated they would.

Table 4. Comparison of community leaders' response to questions about CBC Project, 1975* and 1977**

Item	1975 Percent "Yes"	1977 Percent "Yes"
1. Familiar with the Career-Based Curriculum in Union County schools.	64	87
If yes, do you feel the results of the activities will be of substantial value to the community.	66	70
2. Had been contacted by a BCB staff member this school year.	26	36
3. Would like to be involved with students in career education activities.	54	66

*There were 40 questionnaires returned in 1975.
**There were 90 questionnaires returned in 1977.

Table 5 shows the leaders' attitude toward career education in two different years, 1975 and 1977. There were 40 respondents in 1975 and 90 in 1977. The patterns of response for these items were similar for the two years. Leaders' attitude, based on results of the two questionnaires, appears to be as follows.

- About one-fourth of the community leaders believed career education should be taught only in the secondary schools.
- Nearly all of the respondents (88-90 percent) believe career education is not just another fad soon to be forgotten.
- Little shift of opinion was observed in responses to the item "secondary school teachers should focus their efforts upon basic education (the 3R's)." About 40 percent agreed with the statement and about 40 percent disagreed with this statement.

- * Fewer respondents in 1977 (38 percent) in comparison to 1975 (50 percent) believe all school subjects should be made relevant to some career or hobby.

- * Almost three-fourths of the respondents both years indicated their belief that in the past, elementary schools did not teach students enough about careers.

- * More than two-thirds indicated their belief that students planning to go to college should make their career plans while in high school. A slight shift in agreement with the statement occurred with 5 percent agreeing in 1975 and 15 percent in 1977.

Table 5. Comparison of community leaders' attitude toward career education, 1975 and 1977

Item		PERCENT OF RESPONSE				
		Strongly Agree	Agree	Un-certain	Dis-agree	Strongly Disagree
4. Believe career education should be taught only in the secondary schools.	1975	5	20	20	52	3
	1977	4	17	15	47	17
5. Career education is just another fad that will soon be forgotten.	1975	0	3	7	58	32
	1977	1	3	8	40	48
6. Secondary school teachers should focus their efforts upon basic education (the 3R's)	1975	11	29	18	38	4
	1977	15	30	12	33	10
7. Believe all school subjects should be made relevant to some career or hobby.	1975	15	35	15	25	10
	1977	2	36	16	36	10
8. In the past, elementary schools did not teach students enough about careers.	1975	29	50	13	5	3
	1977	14	56	18	12	0
9. Students planning to go to college should make their career plans while in high school.	1975	0	5	22	60	13
	1977	1	14	17	49	19

Attitudes of the community toward the CBC Project in particular and career education in general remained stable over the three-year period. Very little change in attitude occurred toward emphasizing "the basics" to the exclusion of the career-based curriculum. However, among the 90 respondents in 1977 four added lengthy comments. Each of these indicated they felt in agreement with the objectives of the CBC Project but stated their concern that basic skills such as reading, written expression, and mathematics skills should not be neglected. One person stated that "industry must do a great deal of training regardless of the career education of the employee and that very few career programs really turn out large numbers of students to meet the local manpower needs." This person stated "I found that what industry needs most is people with sound educational basics in reading, language, and math."

Teacher Response

A Career Education Emphasis questionnaire was sent in May, 1977, to each teacher and counselor in the ten Project schools and the Career Center. A self-addressed, postage-paid envelope was provided each person for return of the questionnaire directly to the evaluators. A much more comprehensive list of items solicited the teacher/counselor attitudes and views in this third and final year of the CBC Project. Table 6 shows the number of faculty members responding to the questionnaire. In addition to the totals given in the table, 14 responses were received after the data were processed and, therefore, were not included in this report.

Table 6. Teacher/Counselor responses by Project component to Career Emphasis Questionnaire

Component	Number Teacher/Counselors	Number Respondents	Percent of Response
Elementary	124	71	57.3
Middle	67	40	59.7
Senior High	161	87	54.0
Career Center	15	15	100.0
Total	367	213	58.0

Three tables (7, 8, 9) show teacher response to items on the Career Emphasis Questionnaire. These include the teachers' views on:

The administrative support received and success with the Career-Based Curriculum.

The success of their students.

The effort expended in the CBC tasks.

In addition, some 40 percent of the group responded to the open-ended section of the instrument with comments and suggestions about the past and future of the Career-Based Curriculum.

Administrative Support

As shown in Table 7, approximately 90 percent of the teacher/counselors reported receiving adequate support for their project from their administrators and from the CBC staff. In particular, the Career Center personnel were unanimous in approval of the help received and the elementary teacher/counselor response was a close second with over 95 percent approval. Nearly 93 percent of all respondents asserted

Table 7. Teacher/counselor attitude toward career education emphasis related to administrative support by component, 1977

Item		Elementary Yes	Middle Yes	Senior High Yes	Career Center Yes	Total Yes
1. Have developed a realistic concept of career education.	N	67	37	76	13	193
	%	96	95	89	93	93
2. Have received adequate support from CBC staff.	N	64	33	70	14	181
	%	95	85	84	100	89
3. Have adequate support from my principal.	N	64	33	75	15	187
	%	97	87	88	100	92
4. A career-based curriculum has been soundly established.	N	57	27	55	13	152
	%	89	75	66	93	77
5. The CBC concepts will continue long after special funding ends.	N	51	28	43	14	136
	%	82	68	59	100	72

Note: Not every respondent marked every item.

they had been able to develop a realistic concept of career education. A somewhat smaller percentage reported the CBC as soundly established (77 percent) and that it would "continue long after special funding ended" (72 percent).

CBC Development

Some specific evidence of the philosophy of the Project participants for a career-based curriculum, as well as their success with this curriculum, is found in Table 8. They were quite unanimous that it was important for students to develop knowledge in school about the world of work (item 3- 99 percent), that career education should be emphasized in their high schools (item 7-96 percent) and that the CBC "was a good way" to implement career education (item 9 - 96 percent). Further support for these viewpoints was found in their rejection of item 8 (limiting career education to occupational education programs) and item 6 (divorcing the subject from the CBC emphasis) as shown in item 10 wherein only 35 percent showed interest in a separate course in career education. Teachers contended that they could relate their subject to the world of work (item 2- 88 percent), and that their particular program was a good one for CBC (item 4- 88 percent). Nevertheless, only a slight majority of the teacher/counselors equated the importance of career-based concepts and skills with the other concepts and skills they taught (item 1- 57 percent).

Within the Project, respondents from the elementary schools showed less agreement with the other groups on item 1, the middle school people on item 6 and 8 and the high school teacher/counselors on item 4.

Teacher Judgments of Student Response

As seen by their teachers, 90 percent of the students like CBC activities and 87 percent believed the CBC Project was a good one (Refer to Table 9, totals of three statements): Yet, teachers were not so unanimous in asserting that students were more excited in 1977 than most groups previously. Only 20 percent of the elementary group and 34 percent of the high school Project members indicated their students were more enthusiastic this year. The high school group also showed less belief in the third item in Table 9 with 77 percent seeing CBC as a "good curriculum" compared to responses of 96 percent, 100 percent, and 91 percent for the groups in elementary school, middle school and the Career Center, respectively.

In summary, the rank order of student appreciation of CBC, as perceived by their teachers was: first, middle school students; second, Career Center students; third, elementary school students; and fourth, high school students.

Table 8. Comparison of viewpoints of teacher/counselor groups toward career education and their success in developing a career-based curriculum, 1977

Curriculum Statement		Elementary Yes	Middle Yes	Senior High Yes	Career Center Yes	Total Yes
1. Career based concepts and skills are as important as any I teach.	N	21	25	55	11	112
	%	34.4	64.1	68.8	73.3	57.4
2. I can relate my subject to the work world.	N	57	37	69	13	176
	%	89.1	97.4	82.1	100.0	88.4
3. It's important for students to develop knowledge about work.	N	68	39	80	15	202
	%	98.6	100.0	97.6	100.0	98.5
4. Our program is a good one for relating school and the world of work.	N	61	36	62	15	174
	%	95.3	90.0	78.5	100.0	87.9
5. CBC has made my subject more relevant to students.	N	35	28	56	11	130
	%	58.3	82.4	69.1	84.6	69.1
6. My area of teaching should not be part of CBC emphasis.	N	20	2	21	2	45
	%	32.3	5.7	26.3	14.3	19.3
7. Career Education should be emphasized in our H.Schools	N	62	38	76	14	190
	%	96.9	97.4	92.7	100.0	95.5
8. Career Education should be limited to Occupational Ed.	N	12	1	22	3	38
	%	20.7	2.9	26.2	21.4	20.0
9. The CBC is a good way to implement career education	N	56	37	72	13	178
	%	96.6	97.4	93.5	100.0	95.7
10. Separate courses would be better than integrating Career Ed.	N	16	13	28	4	61
	%	28.1	40.6	37.3	30.8	34.5

Note: Not every respondent marked every item.

Table 9. Perceptions of teacher/counselor groups of the viewpoints of their students toward the career-based curriculum, 1977

Viewpoint Statement		Elementary Yes	Middle Yes	Senior High Yes	Career Center Yes	Total Yes
1. My students like the career emphasis activities in my subject area.	N	60	36	57	10	163
	%	100	94.7	78.1	83.3	90.7
2. My students are more enthusiastic about my subject this year than most groups have been.	N	11	15	25	7	58
	%	20.4	55.6	34.2	77.8	35.6
3. My students believe the career based curriculum emphasis is a good one.	N	46	35	56	10	147
	%	95.8	100	76.7	90.9	87.0

Effort Expended

Approximately 84 percent of the teachers rated their efforts on behalf of the CBC Project as "average" or "strong" with about one-third describing their effort "strong" (see Table 10). Career Center respondents reported 53 percent in the "strong effort" group while elementary personnel reported the lowest percentage (20 percent).

Elementary teachers gave more credit to their peers for a "strong" emphasis on CBC (28.4 percent) than did the middle school (18.4 percent) or high school teachers (12.8 percent), but the Career Center personnel awarded the "strong" rating to 73 percent of their colleagues. On the whole, only 0.5 percent of the school personnel were reported with "no interest" in the Project.

Table 10. Degree of emphasis given to the career-based curriculum concept by four teacher/counselor groups

Statement	Elementary		Middle School		High School		Career Center		Totals	
	N	%	N	%	N	%	N	%	N	%
A. Degree of Emphasis I gave.										
Strong	14	20.3	15	38.5	27	32.9	8	53.3	64	31.2
Average	41	59.4	21	53.8	41	50.0	6	40.0	109	53.2
Little	14	20.3	3	7.7	13	15.9	1	6.7	31	15.1
None	0	-	0	0	1	1.2	0	0	1	.5
B. Degree of Emphasis other Faculty gave.										
Strong	19	28.4	7	18.4	10	12.8	11	73.3	47	23.7
Average	38	56.7	28	73.7	57	73.1	4	26.7	127	64.2
Little	9	13.4	3	7.9	11	14.1	0		23	11.6
None	1	1.5	0		0	0	0		1	.5

Comments and Suggestions from Repondents

From a total of 213 instruments returned, there were 88 or 41.3 percent containing comments and suggestions about the three year Career-Based Curriculum Project. The data were classified into one of three groupings depending upon whether the viewpoints were "positive," "negative" or "neutral" (unclassified). On this basis, 60.2 percent fitted the positive viewpoint while 33 percent were critical of the Project.

Table 11 shows these results.

Table 11. Summary of essay response toward CBC of 88 teachers/counselors* by component level, 1977

Group	Positive View		Undecided or Neutral		Negative View	
	N	Percent	N	Percent	N	Percent
Career Center	2	66.7	1	33.3	0	0
Senior High	19	45.2	3	7.1	20	47.7
Middle	16	84.2	0	0	3	15.8
Elementary	16	66.7	2	8.3	6	25.0
Total	53	60.2	6	6.8	29	33.0

*Total response: 213 questionnaires returned

No comments: 125 or 58.7 percent of respondents

Comments: 88 or 41.3 percent of respondents as reported in this table.

By category, 84 percent of the middle school respondents made comments favorable to the Project and only 16 percent reacted negatively. However, the elementary and the Career Center personnel gave comments which were classified as positive in two-thirds of the cases while the Career Center did not report any unfavorable comments. It should be noted that only three Career Center returns carried any comments at all. On the other hand, the high school group, with 42 respondents, were divided as 45 percent favorable, 7 percent neutral, and 48 percent negative.

It seemed appropriate, for purposes of illustration only, to report some of the voluntary responses. Among these written comments by participants the most often mentioned item of physical aid was the additional material supplied by the CBC Project. A second item mentioned by at least 10 persons was the workshops conducted by the CBC staff. The most often mentioned item overall was a favorable evaluation of the program which was described some 30 times as "good," "successful," "should be continued," "we fear loss of funds." The second largest evaluation category (22 responses) was related to the favorable student responses with the most often mentioned words of "awareness," "more career minded," "exciting," and "enthusiasm."

There were some negative comments about the CBC Project. These focused mainly on the factors of implementation and evaluation practices which were described as "too much paper work", "too many reports", "no extra help", "not enough orientation." A few comments were made to the effect that CBC was "nothing new" and "a waste of time and money."

Summary of Survey, Spring 1977

A comprehensive survey of the teacher and counselor participants involved in this concluding year of the Union County CBC Project brought forth evaluations from 213 teachers and counselors in Project schools. Of this group, 88 persons took the extra time to write in comments of which 60 percent were categorized as favorable. Most of the non-favorable comments originated with the high school personnel.

Despite individual items of criticism and expression of disappointment, the consensus of the CBC Project was approval. There was strong concensus that administrative and CBC staff support was adequate (see Table 7). There was strong evidence of the implementation of a successful program (Table 8). A high percent of the teachers were pleased with reactions of their students (Table 9). Teachers also assessed efforts of their peers and their own efforts as above average for CBC.

Teacher Attitude, Project three years

The Career Education Emphasis Questionnaire for teachers was used during each of the Project's three years. In the spring of 1975, it was given to teachers of grades three and six only. In the fall of 1975, it was given to all teachers in the four senior high schools since that year was the first in the Project for that component. In the spring of 1976, teachers in all ten Project schools were given a slightly revised questionnaire. In the spring of 1977, all teachers in the ten Project schools were again asked to respond to this questionnaire on career education emphasis.

Table 12 shows the "yes" responses of teachers in the Project schools on ten items for two years, 1976 and 1977. The pattern of responses remained about the same indicating little change in attitudes.

Table 12. Teacher attitude in Project schools toward career education emphasis, 1976 and 1977*

Item		PERCENT OF "YES" RESPONSE			
		Elementary Percent	Middle Percent	High Percent	Total Percent
1. Career based concepts and skills are as important as any I teach.	1976	33	74	72	60
	1977	34	64	69	56
2. I can relate my subject to the world of work.	1976	89	97	80	88
	1977	89	97	82	89
3. It's important for students to develop knowledge about work.	1976	98	100	96	98
	1977	99	100	98	99
4. Our program is a good one for relating school and the world of work.	1976	96	95	84	92
	1977	95	90	79	88
5. CBC has made my subject more relevant to students.	1976	60	87	67	71
	1977	58	82	69	70
6. My area of teaching should not be a part of the CBC emphasis.	1976	28	15	15	19
	1977	32	6	26	21
7. Career education should be emphasized in our high schools.	1976	100	100	97	99
	1977	97	97	93	96
8. Career education should be limited to occupational education programs.	1976	11	7	17	12
	1977	20	3	26	16
9. The CBC is a good way to implement career education.	1976	99	100	88	96
	1977	97	97	94	96
10. Separate courses would be better than integrating career ed.	1976	31	20	37	30
	1977	28	41	37	33

*Only the percent of teachers responding "yes" to each item is given; the remaining percent includes "no" and those not responding.

Teacher attitude toward career education, based on the response of teachers in the ten Project schools in two different years, appears to be as follows:

- * Middle and high school teachers believed career-based skills and concepts were as important as any part of the curriculum (about 70 percent).
- * Only one-third of the elementary school teachers indicated they believe career-based concepts are as important as any they teach.
- * Nearly all teachers (98-99 percent) believed it important for students to develop knowledge about work and that career education should be emphasized in schools (96-99 percent).
- * Elementary and middle school teachers (90-96 percent) indicated they felt the program was a good one for relating school and world of work whereas high school teachers were less sure (79-84 percent).
- * The middle school teachers (about 85 percent) felt the CBC Project has made their subjects more relevant to students whereas high school teachers were less sure (68 percent) and elementary school teachers were even less sure (59 percent).
- * Teachers at all levels favored an integrated approach to teaching career education over limiting its goals to occupational education programs or offering separate courses.

Table 13 shows the teacher perception of student views toward the career education Project in 1976 and 1977. The pattern of response was about the same for these two years. Teachers in elementary (96-100 percent) and middle schools (94-95) indicated their students liked the career emphasis activities in their areas whereas the high school teachers were lower in this perception of student views (78-84 percent). About one third of the elementary and high school teachers felt their students were more enthusiastic this year than most groups had been whereas more than one-half the middle school teachers felt this way (53-56 percent). From 86-91 percent of the teachers felt their students believe the career-based curriculum emphasis is a good one with the middle school response the highest (97-100 percent), elementary school (85-96 percent) and high school (76-77 percent) were lower in their estimation of this view.

Table 13. Teacher perception of student views toward career education, 1976 and 1977*

Item		PERCENT OF "YES" RESPONSE			
		Elementary Percent	Middle Percent	High Percent	Total Percent
1. My students like the career emphasis activities in my subject area	1976	96	94	84	91
	1977	100	95	78	91
2. My students are more enthusiastic about my subject this year than most groups have been.	1976	36	53	33	41
	1977	20	56	34	37
3. My students believe the career-based emphasis is a good one.	1976	85	97	76	86
	1977	96	100	77	91

* Only the percentages of teachers responding "yes" are given; the remaining percentages include "no" and no response.

PART V: RESULTS OF PROCESS EVALUATION

In achieving stated Project goals, certain instructional activities were planned for each component level of the Project schools: elementary, middle, senior, and the Career Center. During the first and second years of the Project, the goals and objectives were stated for teachers' guidance in carrying out the Project aims. In the second year, teachers were given charts appropriate to their grade levels showing the "product" goals of the Project and the "process" goals. The charts allowed teachers to enter notes in boxes indicating which activity was used and with which goal that activity was linked. At the end of the second year, spring 1976, all teachers were asked to report activities used more than four times during the year. In May, 1977 teachers were asked to make the same report for that school year.

In that the senior high schools were in the Project during the last two years only, a report of instructional activities used was requested of teachers for the sixth school month, 1976-77. Table 1 shows the results of the high school teachers' reports of activities used to carry out the CBC Project goals. The reports were from 42 teachers at Forest Hills High School, 26 teachers at Parkwood, 29 teachers at Piedmont and 22 at Sun Valley for a total of 119 teachers. The first activity on this table shows that about one-half the teachers used community resources during the sixth school month.

The most frequently used instructional activity in career education, used by the high school teachers during the sixth month, was "reading assignments and class discussion." The next most frequently used activity was using audio-visual materials for an average of three activities for each teacher. Decision-making activities was the third most used activity. Small group discussion and specific job skill training were both used on an average of twice for each teacher. The least frequently used activities were conferences with parents, creative dramatics, interviewing workers and others, and using community resources.

Table 1. Frequency of activities used by senior high schools, sixth-school month, 1977

Activity	Schools: Forest Hills High School Number of Times Activity Used (42 teachers)	Parkwood High School Number of Times Activity Used (26 teachers)	Piedmont High School Number of Times Activity Used (29 teachers)	Sun Valley High School Number of Times Activity Used (22 teachers)	Total Number of Times Activity Used (119 teachers)
1 - Community Resources	17	7	18	20	62
2 - Audio-visual Materials	121	91	52	48	312
3 - Making Displays	61	39	35	30	165
4 - Student Reports	74	52	35	46	206
5 - Reading Assignments and Class Discussion	160	202	142	61	565
6 - Small Group Activities	69	77	53	64	263
7 - Correlation of Occupational Information with Academic Subject Areas	78	13	44	13	148
8 - Creative Dramatics	23	9	20	4	56
9 - Individual or Group Projects	59	58	52	45	214
10 - Specific Job Skill Training	121	47	59	7	234

Table 1 continued

Activity	Schools				
	Forest Hills High School Number of Times Activity Used (42 teachers)	Parkwood Hill School Number of Times Activity Used (26 teachers)	Piedmont High School Number of Times Activity Used (29 teachers)	Sun Valley High School Number of Times Activity Used (22 teachers)	Totals Number of Times Activity Used (119 teachers)
11 - Decision-Making Activities	79	85	90	26	280
12 - Interviews with Workers and Others	39	7	11	4	61
13 - Individual or Group Teacher-Student Conferences	37	30	43	32	142
14 - Discussion of Post-Secondary Plans with Individual Students or Parents	34	19	35	17	105
15 - Conferences with Parents	7	8	7	12	34
16 - Other	6	7	0	8	21

Adoption of Practice

On the teachers' Career Education Emphasis Questionnaire, Project personnel had the opportunity to check which of twenty-three instructional practices were utilized at least four times in the school year 1976-77 in making their subject area career-based. Selected portions of these data are shown in Tables 2 and 3.

In Table 2, a comparison can be made of the highest ranked and the lowest ranked practices according to the percentage of respondents utilizing them.

Approximately 75 percent of the Project participants utilized the two top-ranked practices and over 50 percent adopted each of the next three items. Among the groups, the elementary teachers (93 percent) were strongest in use of film and film strips, the middle school group (51 percent) utilized the display board the least, and both the elementary and the middle school groups were under 47 percent in using special assignments for students.

The six lowest ranked practices, according to implementation by the teachers, are also indicated in Table 2. None of these instructional activities were used four or more times by as many as 22 percent of the total respondents. Among the groups, the Career Center teachers were highest in use of the interest survey (40 percent) and testing (53 percent) and the elementary teachers were first in the use of pictures (41 percent).

Table 2. Teacher/counselor adoption* of the highest five and lowest six rank-ordered instructional practices (From 213 responses to a list of 23 selected instructional practices)

Instructional Practice	Elementary School N=71 Respond.		Middle School N=40 Respond.		High School N=87 Respond.		Career Center N=15 Respond.		Total N=213 Respond.		
	N	Percent	N	Percent	N	Percent	N	Percent	N	Percent	Rank Order
Top Five											
Class Discussion	52	73.2	31	77.5	71	81.6	11	73.3	165	77.5	1st
Film or Film Strip	66	93.0	26	65.0	57	65.5	11	73.3	160	75.1	2nd
Display Board	50	70.4	25	62.5	44	50.6	9	60.0	128	60.1	3rd
Special Assgn.	30	42.3	24	60.0	59	67.8	7	46.7	120	56.3	4th
Integrate CBC	38	53.5	20	50.0	47	54.0	8	53.3	113	53.1	5th
Low Six											
Interest Survey	11	15.5	9	22.5	20	23.0	6	40.0	46	21.6	18.5th
Pictures of tools & Equipment	29	40.8	7	17.5	6	6.9	4	26.7	46	21.6	18.5th
Testing Program	8	11.3	7	17.5	21	24.1	8	53.3	44	20.7	20th
Survey of Occupations	15	21.1	8	20.0	8	9.2	4	26.7	35	16.4	21st
Mini Course	8	11.3	3	7.5	17	19.5	3	20.0	31	14.6	22nd
Hobby Day	6	8.5	5	12.5	4	4.6	1	6.7	16	7.5	23rd

*Adoption defined as use of the practice four times in 1976-77.

Table 3 shows the percent of teachers by component level using a recommended instructional activity four or more times during the school year 1976-77. This information was reported by the teachers in May, 1977 on the Career Education Emphasis Questionnaire. Variations in frequency of activity occur from level to level. Class discussion was the highest ranked activity for the total group of respondents, as reported in Table 2. Use of film/filmstrips was second, and use of display board and special assignments were third and fourth, respectively.

Table 3 shows that class discussion was a widespread activity across component levels. However, this table shows that more elementary school teachers used filmstrips (93 percent) four or more times during the year whereas the percentage was 65 for both middle and high school teachers. For use of bulletin board displays the pattern of use was similar to elementary teachers (70.4 percent) and middle school teachers (62.5 percent) who used this activity four or more times during the year. At the high school level 50.6 percent of the teachers reported using this technique four or more times.

Table 3. Implementation by four teacher/counselor groups of 23 selected instructional activities four or more times during 1976-77

Instructional	Elementary		Middle School		High School		Career Center		Total	
	N	Percent	N	Percent	N	Percent	N	Percent	N	Percent
1. Field trips	35	49.3	18	45.0	21	24.1	4	26.7	78	36.6
2. Spec. assign.	30	42.3	24	60.0	59	67.8	7	46.7	120	56.3
3. Resource persons	35	49.3	13	32.5	32	36.8	10	66.7	90	42.3
4. Testing program	8	11.3	7	17.5	21	24.1	8	53.3	44	20.7
5. Teach/parent conf.	19	26.8	7	17.5	22	25.3	4	26.7	52	24.4
6. Extracurric. activi.	23	32.4	18	45.0	57	65.5	8	53.3	106	49.8
7. Class discussion	52	73.2	31	77.5	71	81.6	11	73.3	165	77.5
8. Video tapes	19	26.8	9	22.5	21	24.1	7	46.7	56	26.3
9. Group project	37	52.1	20	50.0	43	49.4	8	53.3	108	50.7
10. Counselor visit	51	71.8	10	25.0	17	19.5	10	66.7	88	41.3
11. Board displays	50	70.4	25	62.5	44	50.6	9	60.0	128	60.1
12. Hobby day	6	8.5	5	12.5	4	4.6	1	6.7	16	7.5
13. Visiting work site	31	43.7	12	30.0	21	24.1	6	40.0	70	32.9
14. Film or film strip	66	93.0	26	65.0	57	65.5	11	73.3	160	75.1
15. Role playing	33	46.5	16	40.0	36	41.4	6	40.0	91	42.7
16. "Hand-on" experience	40	56.3	20	50.0	26	29.9	8	53.3	94	44.1
17. Tea/Stud. conf.	12	16.9	13	32.5	50	57.5	12	80.0	87	40.8
18. Mini course	8	11.3	3	7.5	17	19.5	3	20.0	31	14.6
19. Integrate CBC	38	53.5	20	50.0	47	54.0	8	53.3	113	53.1
20. Student reports	28	39.4	21	52.5	54	62.1	7	46.7	110	51.6
21. Interest survey	11	15.5	9	22.5	20	23.0	6	40.0	46	21.6
22. Survey Occupations	15	21.1	8	20.0	8	9.2	4	26.7	35	16.4
23. Make picture of tools	29	40.8	7	17.5	6	6.9	4	26.7	46	21.6

Note: Respondents by component level were-

elementary	71
middle school	40
high school	87
Career Center	15
Total	213

Table 4 shows the results of teacher reports of activities used four or more times during a school year for two years: 1975-76 and 1976-77. Each year the reports were completed in May, the last school month. It should be observed that the teacher/counselor population in the ten Project schools was about 350 each year. Fewer teachers, mostly high school teachers, returned the questionnaire the second year.

Table 4 shows that some practices were used by a higher percentage of teachers during the second year reported. These practices, which were reported only if used four or more times during the year, were field trips (more at middle and high schools and fewer at elementary), counselor visits (increase at high schools), visiting work sites, and mini-courses.

This table, number 4, also shows a decline in the reported use of some activities. These were teacher/student conferences (mainly at elementary level), integration of CBC concepts, and student reports.

Table 4. Use of practices as reported by teachers, 1975-76 and 1976-77 school years

PERCENT OF RESPONDENTS USING PRACTICES

Activity	Elementary 1976	Elementary 1977	Middle 1976	Middle 1977	High 1976	High 1977	Total 1976	Total 1977
1. Field trips	57	49	27	45	17	24	29	37
2. Special assign.	57	42	78	60	60	68	62	57
3. Resource persons	63	49	41	33	28	37	40	40
4. Testing program	23	11	16	18	21	24	21	18
5. Teach/parent conf.	39	27	24	18	15	25	23	24
6. Extracurri activi.	52	32	59	45	53	66	54	49
7. Class discussions	92	73	89	78	83	82	86	83
8. Video-tapes	27	27	32	23	19	24	23	25
9. Group project	68	52	49	50	45	49	52	51
10. Counselor visit	76	72	27	25	13	20	33	39
11. Board displays	75	70	62	63	53	51	60	60
12. Hobby day	12	9	5	13	3	5	6	8
13. Visiting work site	45	44	19	30	10	24	21	32
14. Film or filmstrips	80	93	86	65	61	66	70	75
15. Role playing	73	46	51	40	30	41	46	43
16. "Hand-on" experi.	59	56	59	50	28	30	41	43
17. Teach/student conf.	36	17	43	33	50	58	45	38
18. Mini courses	3	11	14	6	8	20	7	14
19. Integrate CBC	71	54	62	50	52	54	59	53
20. Student reports	53	39	73	53	60	62	60	52
21. Interest surveys	29	16	27	23	14	23	20	20
22. Survey occupations	33	21	19	20	12	9	19	16
23. Make pictures of tools	45	41	19	18	6	7	19	21

*Number of respondents:	Elementary	Middle	High	Total
1976	75	37	145	257
1977	71	40	87	198

Results of the On-Site Evaluation Visit

An on-site evaluation of the process or activity objectives was conducted on April 25 and 26, 1977. The third-party evaluation staff arranged for four educators to visit the Project schools and CBC staff on these dates. Dr. Walter Cox coordinated the arrangements. The visitors were independent of both the Project staff and the third-party evaluation staff. The visiting team used checklists of activities appropriate to the Project components as they carried out their duties. The visiting team consisted of the following:

Mrs. Barbara Tew, Elementary School Principal,
  Alamance County Schools
Dr. T. R. Miller, Associate Professor of Education,
  North Carolina State University
Dr. F. S. Smith, Associate Professor of Education,
  North Carolina State University
Dr. John K. Wooten, Jr., Superintendent,
  Goldsboro City School System

Elementary School Component

The four elementary schools participating in the Project were visited by Mrs. Barbara Tew. Of fifty-eight process items included in the evaluation check-list for this component of the Project, nearly one-fourth (22 percent) rated high in application, and an additional 64 percent had been utilized to a considerable extent.

The strengths of the program appeared to be as follows: (1) an excellent supply of relevant teaching materials, (2) increased awareness of the program by students, teachers and counselors, and (3) expanded community involvement with the program.

Some of the activities which need future development include expanded use of video tapes, expansion of counselor time, and correlation of the academic and the occupational aspects of the total program.

The following recommendations were made by the on-site evaluator:

1. There should be an earlier purchase of career-based materials.
2. More emphasis should be placed on follow-up activities by teachers and pupils after visits to business and industry and to other career education programs.
3. Implementation of the objectives of the CBC Project should be continued.

Middle School Component

Dr. T. R. Miller served as the on-site evaluator for the middle school component and visited both of the Project schools (Parkwood and East Union). The enthusiasm of the teachers and administrators for this program was judged to be outstanding. More than twenty teachers and at least a dozen students were queried about the program, their viewpoints, and their ideas for the future. Without exception, those interviewed expressed great satisfaction and interest in their part of the program. Teachers were eager to show their materials and their records and yet the classes continued to concentrate on their studies. The students were open, easy to talk with, and had quite definite opinions about their abilities and career possibilities.

Of the twenty-two items on the check-list concerning progress in developing the career education programs, there was strong evidence of excellence on nearly all counts. Some highlights were:

1. Student interest and activity were excellent in both the academic classrooms and in the laboratories.

2. Resource persons and field trips were used more often this year than last year.

3. Group and individual guidance were strong elements in both schools.

4. Disadvantaged learners were getting special attention by capable persons and demonstrated evidence of progress in spelling, reading and interest in school.

5. Use of teaching materials has continued to expand.

6. Teacher enthusiasm has increased over last year. They seemed to believe more strongly in the program. Two academic teachers "confessed" that they had been converted to the program.

Senior High Component

The four high schools visited during the on-site evaluation of Union County Schools' Career Based Curriculum Project were Forest Hills, Piedmont, Sun Valley, and Parkwood. Dr. F. S. Smith was the on-site evaluation team member selected for this component. Visits to the schools included talks with the administrative staff, counselors, media specialists, and teachers of various grade levels and subject areas. In addition, a large number of academic, vocational, handicapped, and disadvantaged students from all grade levels was interviewed.

There was evidence of a most enthusiastic approach to the Project. This was evident in a variety of ways, including bulletin boards, displays, individual and group projects, and individual and group guidance sessions. Especially interesting were the career education materials purchased by the Project and placed in the schools. These materials included professional reading materials and materials for student use, such as cassettes and filmstrips, occupational briefs, books, and learning kits.

The teachers interviewed reported they correlated career education concepts with their subject areas and recorded daily the career education objectives they met. The monthly recording forms have been analyzed, and the results reported to the teachers in the form of memoranda by the CBC Project staff. Each teacher displayed in his/her classroom a wall chart containing the process and product objectives of the Project.

Many of the students interviewed were aware of education and training requirements of careers in which they were interested. Many of the students had made tentative career choices, and those who had not were in the process of assimilating the vast amount of information on careers available to them.

Students graduating were placed in a job and/or post-secondary training or college program. Follow-up of students was conducted by the counselors in each of the four high schools and a placement counselor has also been provided at the Union County Career Center. Those students identified as potential dropouts were being exposed to a course in which the Life Career Development System is being utilized as the instructional tool. An Extended Day Program was being offered at the Career Center for those who drop out of school.

In the vocational programs visited, students were in specific job training and a follow-up study showed a 60 percent placement of the students in permanent jobs.

An extensive number of in-service activities have been provided the teachers. Workshops correlating career education with the individual subject areas, workshops on decision-making and on self-concept development, industrial tours, and panels of representatives from local industries are a few of the examples of opportunities provided teachers.

The following recommendations were made by the site evaluator:

1. That students be made more aware of the resources available to them as a result of the Project.
2. That long-term follow-up to determine effectiveness of the Project be conducted.
3. That the schools continue implementation of the objectives of the Project and that funds be provided to continue the purchase of career education materials.

4. That a position be budgeted for a career education coordinator located in the central office whose duties would be to serve the four high schools in the selection and purchase of materials, to organize in-service activities, and to perform other services desired by the high schools in relation to career education.

Administrative Component

Dr. John K. Wooten, Jr., conducted the on-site visitation pertaining to the administrative operations of the Career-Based Curriculum Project. Instructors, students, Project staff,and administrative personnel were involved in discussion of viewpoints and achievements in regard to a list of thirty-two process activities. In all circumstances, a cheerful spirit and enthusiasm was exhibited by the participants.

Some examples of the effectiveness of the total program were:

1. A cosmetology student who clearly indicated that her aspirations were being met.
2. Students were pleased with courses in Power Mechanics, Maintenance Services, and Building Construction.
3. Visible evidence of student achievement shown in the areas of Art, Office Education, Health Occupations, and Graphic Communication.
4. Articulation evident between the Career Center and post-high school training done with Anson Tech, Wingate, a private cosmetology school and others.

Planned, effective efforts by the CBC Project counselors presented an extraordinary good image and a praiseworthy relationship with the satellite high school counselors, the post-high school counselors, the Career Center faculty, and the students. Among their activities were the arrangement of student field trips, visits by businessmen to the school, placement assistance for students, tours of the Center for prospective students, and the development of the Extended Day Program.

Administrative practices were of a high level and consonant with Union County policies and the Project requirements. Inservice education activity was extensive, totaling some 42 workshops for teachers. Included were a Career Opportunities Symposium, a self-concept program for all teachers, a panel discussion for the four high schools on kinds of academic skills needed in industry, and a visitation program between Project and non-Project schools.

The CBC Project contributed a great influx of teaching materials for the schools involved, with approximately $30,000 being expended over the past three years.

Part VI: OTHER PROGRAM GOALS

Earlier parts of this report included results of the evaluation of student achievement, an assessment of Project activities implemented, and an assessment of attitudes of various groups (students, teachers, parents, community leaders) toward the Project. This part of the report addresses expected outcome questions not included in previous sections.

In the early 1970s the people of Union County expressed their concern about closing any of the four high schools in order to consolidate into two high schools. The decision was made by the Board of Education that the four small schools be retained and that a centralized facility be opened as an extension of the four high schools. This center would provide specialized courses not easily offered in the four high schools and would be named the Union County Career Center.

The Career Center opened with the school year 1976-77, the third and final year of the CBC Project. The Project provided some staff and many materials which were acquired through the Project are housed in this central location. Faculty members in specialized areas were transferred to the Career Center. This arrangement makes it possible to offer more advanced levels of certain courses and to use more efficiently the personnel and equipment.

New job training opportunities have been provided in Union County since the beginning of the CBC Project three years ago. During 1976-77 all four high schools expanded their offerings in business courses. Additional courses in vocational agriculture were offered for the first time at Parkwood but the plans for these courses at Forest Hills were not implemented. Offerings for disadvantaged students were available at all high schools. The Career Center, with its faculty of fifteen, offered level I of courses such as air conditioning, heating and refrigeration, building construction, cosmetology, graphic communications, and power mechanics. Attractive, easy-to-read,and colorful announcements of courses at the Career Center provided students with information about the courses and prerequisites. These announcements were most inviting to students. Guidance services were offered to anyone who wished to call or write. Students may also enroll in academic courses at the Career Center. An honors English course for gifted and talented students was available. Plans call for level II of vocational courses to be offered in 1977-78. Students will graduate from their home high schools for the Career Center is conceived as an extension of the curriculum of each of the high schools.

An assessment of post-secondary education opportunities in Union County included those at community and junior colleges both in and near the County. No apprenticeship programs wereknown to exist in Union County. A review of vocational course offerings in the high schools in 1972-73 showed a basic set of offerings but not every school had all opportunities. The concept of a central facility overcame this problem and allows the retention of community schools. The most dramatic change in job training opportunities has occurred with the opening of the Career Center. Its potential for extending the job training opportunities of high school students is great.

Post High School Plans of Seniors

Seniors in each of the four high schools in Union County were surveyed regarding future educational and occupational **plans**. An instrument for collection of the data was administered in the spring to each senior in his or her local high school setting.

Table 1 deals with the educational plans of the seniors for each of the high schools.

Table 1. Educational plans of seniors, 1977

	SCHOOL									
	Sun Valley		Parkwood		Forest Hills		Piedmont		Total	
Educational Plans	N	%	N	%	N	%	N	%	N	%
Junior College	36	21	38	31	32	17	21	22	127	22
Senior College	56	32	32	26	31	16	17	17	136	24
Other School	10	6	14	11	20	10	12	12	56	9
Undecided on type of school	8	4	7	6	22	12	5	5	42	8
Stop Education	17	10	8	6	31	16	4	4	60	10
Undecided	38	22	21	17	45	24	10	10	114	19
No Response	9	5	4	3	10	5	29	30	52	8
Total	174	100	124	100	191	100	98	100	587	100

As shown above, over half the seniors in each school planned to continue their formal education. The highest percentage was in the Parkwood High School. It should be pointed out that a large number of students in each school did not know how to classify Wingate College (a junior college in Union County) or Central Piedmont Community College (in an adjoining county).

Table 2 shows plans for 1977-78 for seniors in the four high schools.

Table 2. Post high school plans of seniors, spring, 1977

	SCHOOL									
	Sun Valley		Parkwood		Forest Hills		Piedmont		Total	
Type of Plan	N	%	N	%	N	%	N	%	N	%
School	89	51	78	63	86	45	41	42	294	50
Job	69	40	36	29	73	38	45	46	223	38
Armed Forces	11	6	6	4	10	5	5	5	32	5
Other	1	1	2	2	3	2	1	1	7	1
Do not know	2	1	0	0	12	6	1	1	15	3
No Response	2	1	2	2	7	4	5	5	16	3
Total	174	100	124	100	191	100	98	100	587	100

Again, education figured quite highly in the plans. A large number indicated they wished to go directly into the labor force. Although not shown in the table, a large proportion of those who indicated "school" in their plans for 1977-78 also indicated that they would combine this with a job.

Students were asked whether they had decided upon a career to follow. Table 3 summarizes these responses.

Table 3. Status of career decisions of seniors, spring, 1977

	SCHOOLS									
Career Decision Made	Sun Valley		Parkwood		Forest Hills		Piedmont		Total	
	N	%	N	%	N	%	N	%	N	%
Yes	90	52	66	53	96	50	59	60	311	53
No	80	46	52	42	86	45	37	38	255	44
No Response	4	2	6	5	9	5	2	2	21	3
Total	174	100	124	100	191	100	98	100	587	100

Slightly over half the students indicated that they had made career decisions. The highest percentage of students having made career decisions was in the Piedmont High School and the lowest percentage in the Forest Hills High School.

The evaluation staff roughly matched stated occupational interests indicated by the students with their stated career decisions. The results are shown in table 4.

Table 4. Extent to which occupational interests match career decisions of seniors in the four senior high schools, spring, 1977

	SCHOOLS									
	Sun Valley		Parkwood		Forest Hills		Piedmont		Total	
Matches	N	%	N	%	N	%	N	%	N	%
Yes	78	95	60	98	78	95	50	91	266	95
No	4	5	1	2	4	5	5	9	14	5
Total	82	100	61	100	82	100	55	100	280	100

The students were asked to indicate whether they wished a conference with the school counselor prior to graduation. Table 5 on the next page reveals that a small percentage of graduating seniors in each of the schools desired such a conference.

Table 5. Number of students desiring conference with school counselor before graduation

	SCHOOL									
Desire for Conference	Sun Valley		Parkwood		Forest Hill		Piedmont		Total	
	N	%	N	%	N	%	N	%	N	%
Yes	40	23	33	27	30	15	9	9	112	19
Possibly	0	0	0	0	3	2	1	1	4	1
No	134	77	91	73	158	83	88	90	471	80
Total	174	100	124	100	191	100	98	100	587	100

Table 6 provides a comparison between post-secondary plans for seniors in three different years. The pattern of planning was similar for each of the three years. There was an increase in the percentage of students planning to attend senior colleges, from 20 percent in 1973-74 to 24 percent in 1976-77. A drop occurred in the percentage of students planning to attend junior college, technical or other schools from a 38.9 percent in 1973-74 to 31 percent in 1976-77. The percentage of students planning to be employed increased slightly, from 35.3 percent in 1973-74 to 38 percent in 1976-77. Those students planning to enter the military were about the same from year to year.

Table 6. Post-secondary school plans of Union County seniors, 1973-74 through 1976-77

	1973-74		1975-76		1976-77	
Post secondary plans	N	%	N	%	N	%
College/university	94	20.0	97	19.2	136	24
Junior Colleges, Technical Institutes	150	31.9	159	31.4	127	22
Private trade, nursing schools	33	7.0	24	4.8	56	9
Military	21	4.5	22	4.4	32	5
To be employed	166	35.3	186	36.8	223	38
Information not available	6	1.3	17	3.4	13	2
Total	470	100.0	505	100.0	587	100

Apparently, an increase in enrollment was occurring in the high schools. Fall enrollment for 1975-76 was 570 and for 1976-77 it was 658. Data on dropouts were not available but Table 6 reveals the retention rate was obviously being raised.

Making career decisions

On one part of the Assessment of Career Development, (ACD), students were asked to name their first and second job choices. Then they were asked to refer to a set of occupational clusters to determine in which cluster their first job choice belonged. Also, the students were asked to select from among a list of choices, the educational requirements needed to enter the job of their first choice. These responses were hand-scored since the students had to write in their job choices. Table 7 shows the developing skill of students from grade eight to grade eleven in identifying correctly their job choices by occupational cluster and in selecting the appropriate level of educational experience needed to enter the job chosen. Almost 80 percent of all students in the groups from grades 8, 9, and 11 were able to relate correctly the job title to the occupational cluster. Identifying educational plans realistic to job choices was successfully done by 72 percent of the students.

Table 7. Career decision-making by students in grades 8,9, and 11

Decision		GRADE 8 N=79 Response		GRADE 9 N=65 Response		GRADE 11 N=59 Response		TOTAL N=203 Response	
		N	Percent	N	Percent	N	Percent	N	Percent
A. Job choice correctly identified by occupational cluster:									
	YES	58	73	51	78	52	88	161	79
	NO	21	27	14	22	7	12	42	21
B. Educational plan realistic with respect to job choice:									
	YES	53	67	45	69	48	81	146	72
	NO	26	33	20	31	11	19	57	28

Financial expenditures

The total federal grant for this three-year project was $682,340.00. The budget for July 1, 1976-June 30, 1977 was $228,990.00. Expenditures on personnel for the third year were budgeted at $136,624.00 and for instructional materials at $33,451.00. These two items represent 74 percent of the total budget and should represent the delivery of services and/or materials to the students and teachers in the Project schools. The data for analyzing expenditures by components (elementary, middle, high school, guidance, and administration) were not available to the evaluators. However, such a cost analysis would be helpful in future decision-making about implementing parts or all of the CBC goals.

Model for a Career-Based Curriculum

During the third year of the Project, the staff spent considerable time in further development of the CBC Model presented the previous year. In addition to the model itself, the staff compiled a set of materials and drafted procedures for implementing the curriculum. The evaluation staff planned to submit the model to a random sample of school systems across North Carolina to determine the extent to which leaders in various local agencies found the model conceptually sound and procedures feasible and possible for implementation. In that the model was not submitted to the third-party evaluators until June, 1977, the transportability of the model was not tested in time to be included in this report. The process of evaluating the model will continue and the results submitted in a separate report.

Supplement*

to

Third-Party Evaluation Report

of

Union County Schools'

CAREER-BASED CURRICULUM PROJECT

September 30, 1977

The CBC Project staff completed, during the third year of the Project, a Career-Based Curriculum Model. This model included several documents including instructional units in career education for the elementary, middle, secondary, and post-secondary schools. The outcome question for the evaluation staff was:

> Is the Career Education Curriculum Model by components transportable to other school administrative units?

The evaluation staff selected, at random, ten local education agencies across the state to examine the Career Education Model and curriculum materials. The local school systems were to determine the extent to which leaders in various local agencies found the model conceptually sound and procedures feasible for implementation. The model and supporting materials, except the materials for secondary schools, were submitted to the evaluators in June; thus, the delay in completing the Evaluation Report.

The ten local education units were as follows:

Caswell County Schools
Davidson County Schools
Durham County Schools
Franklin County Schools
Henderson City Schools
Kannapolis City Schools
Lumberton City Schools
Randolph County Schools
Statesville City Schools
Warren County Schools

On July 18 the superintendents of the ten local school units were sent a letter and a set of materials. They were asked to respond to a questionnaire by September 9 after examining the materials. Should the unit be unable to participate, the materials were to be returned. One county unit returned the materials. By September 22 all nine remaining units had responded to the questionnaire.

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*To be inserted in report after page E-92

The units were asked to evaluate the Career-Based Curriculum Model as a total K-12 program. Six units responded that the model could be implemented in their schools with a few changes. Three units indicated the model could not be implemented. One unit wrote that finance would be a constraint and another reported "the basic model as developed could be implemented with few modifications to make it compatible with our school organizational pattern and physical facilities." Therefore, two-thirds of the respondents found the Career-Based Curriculum Model would be feasible for use in their schools.

The elementary school curriculum units in Career Education were found to be useful by all nine respondents. One unit reported the Model could be "implemented in this school system without any changes." The other eight indicated only a few changes would be needed. One respondent suggested that teacher inservice education would be needed and slight modification of some units in order for the elementary level materials to be used in their schools. Another wrote "This is a very thorough program. We would like to use parts of it immediately."

The instructional units for the middle school level were found to be useful by eight respondents with only a few changes needed. One respondent indicated the units could not be implemented in the school system. One respondent indicated these units would be easy to use since they would fit into their present middle grades exploratory program. Another wrote "There are several concepts of this program that we wish to use immediately. I am very appreciative of getting this material."

The instructional units for the secondary schools were not evaluated by the school systems since the materials were not ready until late summer. In that the materials followed a similar format to those of the middle schools and the model examined by the respondents included the secondary school, it is appropriate to conclude these units would probably be useful to schools with some modification.

The evaluation conclusion was based on the response from nine school systems selected at random and considered to be representative of the entire state. The Career Education Curriculum Model was found to be transportable to other administrative units by more than half the units with only minor changes needed. Financial constraints were given as a problem and the need for in-service education or staff development was recognized.

The evaluation staff at N. C. State reviewed the model and supporting materials. Certain observations are made by the staff about this curriculum development. The booklet, "Career Based Curriculum Project: Career Education Model," is an important document in career education. Major program objectives and activities are given for the curriculum as a whole and for each component level. A school system should find the model diagram and the list of objectives useful in developing locally-prepared instructional units. Teachers should find useful the charts relating process or instructional activities to student achievement. Lists of consultants available for staff development programs provide information so various geographical areas may use nearby resources. The instructional units are listed by topic and brief description. Without reviewing copies of the units, teachers should be able to modify existing units and prepare new ones to assist in student achievement in career education objectives. The booklet on the model includes criteria for selecting materials and names and addresses of sources of commercial publishers. The description of staff duties indicates how a special team of persons went about developing and installing a career-based curriculum in a school unit. The model, as developed during the three-year CBC Project in Union County, provides a clearly articulated concept of a career education curriculum for grades K-14. The section on post-secondary is not as fully developed as other sections.

The publication, "Taking Science From the Classroom Into the World of Work" is a resource for science teachers in secondary schools. Although it is local in content, the format is suggestive of an approach other schools might use. The names, addresses, and telephone numbers of persons in the area are listed and the contribution they can make to the curriculum given. These persons may come to classes or students go to the particular sites. The listing is presented by occupational categories with the contributions to the science curriculum clearly stated.

Four other publications support and extend the Career Education Model publication. These are curriculum guides for the Elementary School Level, Middle School Level, Secondary School Level, and the Union County Career Center. Each publication is complete and self-contained in that the career education objectives for that level are presented and a selection of instructional units given. Each unit is complete and each has been found useful by teachers in the Union County Career Education project schools. Although many of the units include activities and names of places, people, and resources in Union County, the units can be adapted very easily by experienced teachers. The inclusion of local resources in a county without a large city suggest to readers how many opportunities exist for bringing the community into the school.

In summary, the evaluation staff found the Career Education Curriculum Model and supporting documents to be an important contribution to curriculum development. School systems in North Carolina have indicated their staffs find the materials to be useful with a few changes. It is recommended the Project staff or the Union County School System make the model and guides available to other school systems both in and outside the State. Publishers of commercial materials interested in a series of materials in this curricular area would find a solid basis for developing a series of student materials. It is recommended that future projects in career education consider installing this curriculum in a school system and evaluating the results over a three to five year period of time. Union County Schools may wish to extend the curriculum to other schools in the county and plan for an evaluation of student achievement in three or four years.

Part VII: FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

The Project mission, goals and objectives, outcome questions, evaluation procedures, student outcomes, adult attitudes, and other data dealing with the CBC Project goals have been presented in earlier parts of this report. This part consists of a list of evaluation findings, conclusions, and recommendations for further research and development in career education. The findings given below are based on results of assessing the achievement of Project objectives, both process and product objectives, by components. The conclusions are based on a response to the Project's outcome questions which were stated by the Project staff when seeking bids for the Project evaluation by a third-party. Finally, the recommendations with respect to career education and its further development as a curriculum area are a result of the third-party evaluators' judgments.

Evaluation Findings

Based on analyses of student test data, survey results, teacher reports, parent and community leaders' responses, and the on-site process evaluation, the following findings from the third-year evaluation of the CBC Project were:

Elementary School

1. There was no significant difference between the scores on a test of self-awareness factors of fifth-grade Project and non-Project students.
2. Fifth-grade students' awareness of occupations and job roles in the community was not significantly different between the Project and non-Project student groups.
3. Fifth-grade student knowledge of the interdependence of workers was not significantly different between the Project and non-Project students.
4. There was no significant difference between fifth-grade Project and non-Project students on attitudes toward selected "white and blue collar" occupations.
5. There was no significant difference between the Project and non-Project students' scores on a test of knowledge and understanding of facts and concepts about occupations.
6. There was a significant difference between fifth-grade Project students and non-Project students' scores on a test to determine student skill in decision-making and planning (in favor of the Project students).

7. There was a significant difference between fifth-grade Project and non-Project students on a test designed to determine the understanding of the relationship between school experiences and the "world of work," (in favor of the Project students).

8. There was no significant difference between fifth-grade Project and non-Project students on a test designed to relate an individual's interests and abilities to various work roles.

9. Student perception about participation in and positive attitudes toward activities of the career-based curriculum was significantly different in favor of the Project schools' students when compared to that of the students in the non-Project schools.

10. Reading achievement of Project fifth graders was not significantly different from that of non-Project fifth graders at either of the two testing times, 1975 and 1977.

11. There was no significant difference in school attendance between Project and non-Project student groups.

12. When Project fifth-grade student performance on a test of self-awareness was compared to the students' own performance as fourth-graders, there were significant differences between the mean scores on five of the seven factors in favor of the fifth graders.

13. When Project fifth-grade attendance was compared with the students' attendance as fourth graders, there was no significant difference between the students' attendance from one year to the next.

Middle School

14. There was no significant difference between the mean scores on a test of self-awareness of eighth-grade Project students and eigth-grade students in non-Project schools except on "school affiliation" with the non-Project students making higher mean scores.

15. There was no significant difference in mean scores on career planning knowledge between Project and non-Project eighth grade groups of students which included items related to decision-making and problem-solving skills.

16. There was no significant difference in mean scores of Project and non-Project eighth-grade students on their perceived need for help in career-planning and decision-making.

17. There was no significant difference in the mean scores of Project and non-Project eighth-grade students on decisions about future education plans.

18. There was no significant difference between eighth-grade Project and non-Project students on reactions to the helpfulness of career education activities except on the item about "films on jobs, talks by workers, career days, and tours" being "of some help" with the difference in favor of the Project students.

19. There were no significant differences between the mean responses of eighth-grade Project and non-Project students on fifteen items about knowledge of occupations and careers in Union County; however, the test item about the occupational cluster concerning builders was in favor of the non-Project group of students.

20. There was no significant difference in the career education knowledge (occupational characteristics, occupational preparation requirements, and career planning knowledge) between the mean scores on these scales of the eighth-grade students in the Project and non-Project schools.

21. There was no significant difference between the mean scores on a test of reading achievement of eighth-grade students in Project and non-Project schools.

High Schools

22. There were significant differences between the mean scores on self-awareness factors of the same Project students from an eighth-grade testing to the ninth-grade testing on four of the seven factors in favor of the ninth graders.

23. There were no significant differences among the mean scores on self-awareness factors of Project eighth, ninth, and eleventh grade groups.

24. There was a significant difference between the mean days absent of the same Project students during their eighth-grade and ninth-grade with school attendance better at the eighth-grade.

25. There were significant differences among the mean scores of Project eighth, ninth, and eleventh grade groups on five of twelve items about knowledge of occupations and careers in Union County; when analyzed further the data showed the significant differences for these items to be between the eighth and eleventh and the ninth and eleventh grade groups.

26. There were significant differences among the mean scores of Project eighth, ninth, and eleventh grade groups on two of three items on knowledge of job preparation activities in Union County; when analyzed further the data showed the differences for these two items were between eighth and eleventh and the ninth and eleventh grade groups.

27. There were significant differences among the mean scores of Project eighth, ninth, and eleventh grade students on three of eight items about career planning knowledge.

28. There were no significant differences among the mean scores of Project eighth, ninth, and eleventh grade students on any of the nine items about student perceptions of their need for help in education and career planning.

29. There were no significant differences among the mean frequency of choices of Project eighth, ninth, and eleventh grade students in their statements of future education plans.

30. In reporting stated education plans there were no observed differences in percent of student choices when comparing eleventh and twelfth grade students' reports.

31. There were no significant differences among the mean percent response of Project eighth, ninth, and eleventh grade groups on seven items concerning career planning activities.

32. There were significant differences among the mean percent response of Project eighth, ninth, and eleventh grade groups to each of the three career education knowledge scales (occupational characteristics, occupational preparation requirements, and career planning knowledge) with the mean scores of eleventh graders higher than those of eighth and ninth graders on each of the scales.

Adults

33. Response to the questionnaire assessing parent attitudes of fifth, eighth, and eleventh grade students toward schools and career education was found to be strongly positive (from 75 to 97 percent positive responses to the items).

34. Nearly all, 95 to 98 percent, of the parents indicated they wanted their children to learn about jobs, job opportunities and learn a job skill; and they indicated they felt the school should provide these educational opportunities.

35. The parents' attitude toward school and career education remained stable during the three years of the Project.

36. Response to a questionnaire by community leaders including business and industry showed that the respondents were familiar with the CBC Project, thought the results would be of substantial value to the community, and two-thirds indicated they would like to be involved with students in career education activities.

37. The attitude of the community toward the CBC Project remained stable during the Project's three-year period.

38. Teachers, more than 90 percent of those responding to the questionnaire, reported receiving adequate support for the CBC Project from their administrators and from the CBC Project staff.

39. Nearly all, 93 percent of the teachers completing the questionnaire, indicated they had been able to develop a realistic concept of career education.

40. Teachers, 99 percent, indicated that it was important for students to develop knowledge in school about the world of work, career education should be emphasized in high school, and that the CBC Project was a good way to implement career education.

41. Teachers judged that their students' responses to the CBC Project activities were positive.

42. High school teachers were less positive about the CBC Project when compared with the teachers of elementary and middle school grades and the faculty of the Career Center.

Process Evaluation

43. The most frequently used career education instructional activities, as reported by teachers, were "reading assignments and class discussion," "viewing and using audio-visual materials," and "participating in decision-making activities."

44. The most popular instructional practices were "class discussion" and "use of films or filmstrips" and the least used activities were "hobby day" and "mini-course."

45. The on-site evaluators found that the process objectives or activities of the Project were being carried out at all levels of the instructional program.

46. The on-site evaluators found that the strengths of the program in the elementary school appeared to be the supply of relevant teaching materials, awareness of the program by students and teachers, and the community involvement with the program.

47. In the middle school, the on-site evaluators found that student interest and activity were excellent in both the academic classrooms and the occupational exploratory laboratories. Group and individual guidance of students was found to be a strong element of the program and there was evidence that disadvantaged students were receiving special attention.

48. The on-site evaluators found that the senior high faculty had correlated career education concepts in the regular subjects and that students were aware of education and training requirements of careers in which they were interested.

49. The on-site evaluators found that there had been an extensive number of inservice activities provided for teachers during the school year.

50. The on-site evaluators found that the planned and effective efforts by the CBC Project counselor presented an extraordinary good image and praiseworthy relationship with the satellite high school counselors, the post-high school counselors, the Career Center faculty, and students.

51. The on-site evaluators found that the administrative practices were of a high quality and consistent with Union County policies and Project requirements.

Other Program Goals

52. Additional job training opportunities have become available in Union County Schools since the beginning of the CBC Project.

53. Over half the seniors in each of the four high schools planned to continue their formal education beyond the high school.

54. Slightly over half the seniors had made career decisions and these matched, in general, their stated occupational interests.

55. Only a very small percentage of the seniors indicated a felt need for a conference with the school counselor between the date of the survey and graduation.

56. Four-fifths of the eighth, ninth, and eleventh grade student groups could identify correctly their job choices by occupational cluster and nearly three-fourths were able to identify educational plans which were realistic for their job choices.

57. A CBC Model was developed during the Project; however, the final printing of it was not completed in time for the Model to be evaluated as planned by the third-party evaluators. Therefore, a report cannot be included.

58. Expenditures of the Project's budget were presented by line items such as personnel, materials, equipment, travel, contractual, etc., not by components such as elementary, middle, high schools and Career Center.

Evaluation Conclusions

Based on the findings listed in Part VII, the evaluators drew conclusions related to the Career-Based Curriculum Project's outcome questions. The conclusions are presented for each outcome question.

Outcome question 1: Do Project students have significantly higher scores on a test of self-awareness than do students of the control group?

A. The Career-Based Curriculum experience of students in Project schools appeared to make no difference in their scores on a self-awareness test when compared to students in control groups.

Outcome question 2: Do Project students have significantly higher career awareness scores than do control group students?

B. The Career-Based Curriculum experience of students in Project schools appeared to make no difference in students' career education achievement (awareness of occupations and job roles in Union County, understanding of the interdependence of workers, attitude toward workers, understanding facts and concepts about occupations) when compared to the achievement of students in control groups. However, the process of maturation appeared to make students at higher grade levels more aware of certain occupational opportunities in the community and allowed them to have gained more knowledge about when people need to begin career planning than was true of students at the lower grade levels.

Outcome question 3: Do Project students have significantly better scores on relationships between the school and the "world of work" than do students in control schools?

C. Project elementary students had a better understanding of the relationship between school and the "world of work."

Outcome question 4: Have Project students significantly improved their career decision-making skills over the designated period?

D. Fifth grade students in Project schools had significantly greater skills in decision-making and planning than did fifth grade students in non-Project schools. However, the Project fifth-grade students could not relate personal interests and abilities to various work roles any better than non-Project school students. No differences were observed for eighth grade students between Project and non-Project groups in relating interests and abilities or decision-making skills. However, many senior high students had made career decisions which were matched in general with their stated occupational interests.

Outcome question 5: Are students being placed in paid occupations, further education, or unpaid work consistent with their current choice with greater frequency than those from control schools?

E. Since there were no appropriate control schools to test this question, no direct conclusions can be drawn. However, over half the high school seniors planned to continue their formal education. Slightly over half the seniors had made career decisions, most of which matched their stated occupational interests.

Outcome question 6: Have job preparation opportunities for 10-14th graders increased since the advent of the program treatment?

F. Job preparation opportunities have increased with the opening of the Career Center in the fall of 1976 and the expansion of occupational education programs in certain of the high schools.

Outcome question 7: Has there been an improvement in attitudes of students, parents, school personnel, business and industrial community leaders toward career education?

G. Students liked the Project activities. Parent attitudes were highly positive. Teachers were generally positive about their support for and conduct of the CBC Project activities. Leaders in the business and industrial community were supportive of the Project goals and welcomed the opportunity to become involved.

H. These conclusions with respect to attitudes are similar to those of earlier evaluation reports. Therefore, the attitude of these groups toward career education remained stable throughout the three-year period of the Project.

Outcome question 8: Have student grades, attendance, achievement, and attitudes improved as a result of the CBC Project?

I. Neither student attendance nor achievement appeared to show improvement as a result of the Project activities. Student response to career planning activities did not change over time.

Outcome question 9: What were the financial expenditures for grades K-5, 6-8, 9-12, and 13-14 during the third Project year?

J. This question was not addressed since available data on expenditures were on overall budget categories such as personnel, materials, etc. not by components.

Outcome question 10: Is the Career Education Curriculum Model by components transportable to other school administrative units?

K. The CBC Model was sent to the evaluators too late to make this evaluation in time for this report. Results of a test of this question will be presented in a separate report.

Other conclusions

L. Participation in career education activities did not influence students' perceived need for help in career-planning and decision-making.

M. Student knowledge of career planning was not significantly increased over grade levels.

N. Making future educational plans appeared not to be a function of career education activities.

O. Career education knowledge may be a function of both the process of maturation and direct experiences.

P. The process objectives of the Project were being emphasized at all levels. "In-class" instructional activities were used more by teachers than off-campus or special activities. Career education instructional activities were of assistance to students in planning. Guidance was an important component of the CBC Project activities.

Q. High school teachers were less enthusiastic than elementary and middle grades' faculty about the CBC Project.

R. The CBC Project staff had carried out the in-service education plans for teachers during the year.

Recommendations

The third-party evaluators offer recommendations for future curriculum development and evaluation in career education. It is recommended:

- that the general and global goals of career education, which are similar to those of schools and education in general, be omitted from career education curriculum models.
- that in the development of career education curricula special attention be devoted to determining in what ways students learn best the stated objectives in order to provide a basis for better selection of approved practices.
- that instructional materials and activities be related closely to the goals and objectives of career education and that the emphasis in installing such curricula be placed on selecting materials of high instructional quality.
- that assessment techniques be improved in evaluating student achievement of cognitive, affective, and psychomotor objectives specific to the goals of career education.
- that research and evaluation of career education curricula include both empirical studies and experimental studies.
- that the philosophical bases and rationale for career education be examined in light of the history of American public education and the anticipated placement and sequence of it in the K-12 (14) curriculum.

Epilogue

"Reflections of the Third-Party Evaluators"

In the Union County Career-Based Curriculum Project there was strong evidence that the stated activities of the Project were carried out. By the beginning of the second year an abundance of locally-developed and purchased curriculum materials were available to the teachers in the Project schools. Through reports from teachers, community leaders, and students themselves, it was evident the career education activities were carried out in the classrooms at all school levels. Inservice education of teachers was an important activity throughout the three years. Members of the CBC Project staff worked closely with the teachers and, especially during the second and third years, there was evidence of frequent contacts between CBC Project staff members and faculty in the Project schools.

The installation of the Career-Based Curriculum in ten schools in Union County was carried out by a Project staff devoting full time to the Project for three years. This approach of an "amplified project supervisory team" appears to have been essential to the full development of the Union County CBC Model. This team's task throughout the three years was to focus on defining the concepts of career education, preparing appropriate curriculum materials, and assisting teachers in the selection and use of career education materials and activities in their classrooms.

Interest in and support for the schools in general and for career education in particular were found to be high at the beginning of the Project, and remained stable throughout the three-year period. In spite of the "back-to-basics" attitudes surfacing again and again during the three-year period, the attitudes of parents, teachers, and leaders in the community remained strong for career education.

The ingredients for success appear to have been provided. However, the assessed outcomes do not reflect such success. The key question resulting from the evaluation of the Union County Career-Based Curriculum Project is to determine why achievement of students in Project schools was not improved significantly over that of students in non-Project schools.

Increased self-awareness, enhanced academic achievement, improved attendance, and the maintenance of positive student attitude toward schools and education are goals of all schools; therefore, instructional efforts to improve these factors significantly are likely to be difficult to identify, isolate, and assess. However, attainment of the specific goals and objectives of a career-based curriculum should make a difference between students in treatment groups when compared to those not in the treatment group. In this Project the knowledge of occupations and career education concepts was not significantly different from Project to non-Project groups. Yet, a close examination of the test data, although overall effects appear minimal, shows evidence of Project student achievement which was of a different character from the achievement of non-Project students when knowledge of career education concepts and skill in using these concepts were tested. Understanding the interdependence of workers is a cognitive skill that can be taught and developed. It is not a skill likely to be developed without direct experience except by the most gifted student. This understanding requires abstract thinking beyond the obvious and concrete to recognize that workers may be linked together in a variety of ways not readily perceived.

Most impressive was the fact that eighth, ninth, and eleventh grade Project students were successful (more that 80 percent) in identifying correctly their job choices by occupational cluster and three-fourths were able to identify educational plans which were realistic and/or appropriate for their job choices. Such conceptual or cognitive skills are often difficult to determine on paper and pencil tests but once developed should be of lifetime value to the individual. Determination of studentss' skill in the use of occupational clusters was made from student statements and responses on certain items of the Assessment of Career Development test. These are the kinds of concepts, understandings, and skills in career education which may be identified and incorporated into a curriculum model. Then the instructional activities designed specifically for these objectives, can be developed. A systematic and regular focusing on selected career education goals appears to be needed. Student knowledge of facts and recall of experience tend to disappear - at times it seems without a trace - unless the facts and experiences are related to concepts and skills which are carefully developed. The concept or skill then becomes a part of the student's internal system of looking at things and may be applied as needed. Instructional activities should be aimed at maintaining skills and in extending concept understanding also. As with much curriculum development of recent years and, indeed, of the last 50 to 60 years, educators have concentrated more on what to teach than the accompanying study of how to teach the desired objectives well. The psychology and sociology of learning both appear neglected in the development of curricula - including that of career education.

The what, why, and how of career education are still emerging. The panacea for curing the ills of all education promised so glibly by many early "career educationists" appears to have been a false illusion. On the other hand, dismissal of career education as just a fad or dangerous or counter productive to the basics of education cannot be accepted. The true meaning and value of career education lie somewhere between these two extremes. That "somewhere" will shift according to the realism of objectives determined and the extent to which instructional activities both focus on the objective(s) and are understood (in that context) by the learner.

Techniques for assessing that "somewhere" are crude, difficult to apply, and lack the precision necessary to make accurate findings and definitive conclusions. Correctly assessing that "somewhere" hinges both on identification of very specific appropriate objectives and appropriate assessment tools properly focused and used. General education objectives and career education objectives, while related and complementary, are different. Activities designed for either set of these objectives should not be expected to result in attainment of the other set of objectives. Assessment tools and techniques should, accordingly, focus on the correctly identified objectives and activities.

Career education may well be an idea whose time has come. If so, it is now time to continue to work on a more explicit statement of what career education is and is not.

L. Conclusions, Implications, and Recommendations - Third-party evaluation conclusions, implications, and recommendations concerning Union County's Career Based Curriculum Project have been spelled out in detail in section "J" of this report.

Generally speaking, the CBC Project Staff believes that the activities that have been conducted in behalf of the CBC Project have contributed significantly to the establishment of a meaningful, comprehensive career education program in all project schools.

In the years to come, it is recommended that career education inservice opportunities be made available to all teachers, that the schools continue to select appropriate career education instructional materials for use in the classrooms, and that administrative and supervisory staff continue to provide leadership for the career education emphasis.

In conclusion, the Career Based Curriculum Project Staff wishes to to thank Dr. Hammack and the Central Office Staff; all teachers, counselors, and administrators of the Union County School System who participated in the CBC Project in any manner; the Union County Board of Education; the Monroe-Union County Chamber of Commerce; the civic, business and industrial community of Union County; Miss Ellen Lyles, Program Officer, USOE; and the news media of Union County for their energies and efforts spent in behalf of Union County's Career Based Curriculum Project.

Submitted by: Gail F Latham

Gail F. Latham, Director
Career Based Curriculum
Project
Union County Schools

July 15, 1977
Date

APPENDIX A

Union County Career Education

Mission Statement

UNION COUNTY SCHOOLS'
CAREER BASED CURRICULUM PROJECT
MONROE, NORTH CAROLINA

CAREER EDUCATION MISSION STATEMENT

THE MISSION OF UNION COUNTY SCHOOLS IN REFERENCE TO CAREER EDUCATION IS TO INSURE THAT ALL STUDENTS WHO NEED, WANT AND CAN PROFIT FROM CAREER EDUCATION DEVELOP SKILLS WHICH ARE SUITED TO STUDENTS' INTERESTS, NEEDS, AND ABILITIES FOR ENTERING THE LABOR MARKET OR FOR CONTINUING EDUCATION.

APPENDIX B

Inservice Education

CAREER EDUCATION WORKSHOP
GRADES K - 6
UNION COUNTY SCHOOLS
MONROE, NORTH CAROLINA
AUGUST 12, 13, AND 14, 1974

80
IT'S THE KIDS THAT COUNT!

WORKSHOP SITE
WINGATE ELEMENTARY SCHOOL
WINGATE, N. C.
CHARLES RAY WILLIAMS, PRINCIPAL

282 159

UNION COUNTY SCHOOLS
CAREER EDUCATION WORKSHOP

PARTICIPATING SCHOOLS

Wingate Elementary School

Waxhaw Elementary School

Unionville Elementary School

Indian Trail Elementary School

CAREER EDUCATION WORKSHOP ADVISORY COMMITTEE

Dr. B. Paul Hammack, Superintendent, Union County Schools

Mr. Harold C. Funderburk, Associate Superintendent, Union County Schools

Mr. L. J. Gann, Administrative Assistant, Union County Schools

Mr. Linwood Ward, Director of Occupational Education, Union County Schools

Mrs. Myrna H. Hilton, Director of Pupil Personnel Services, Union County Schools

Mr. Billy W. Stegall, Director of Instruction, Union County Schools

Mr. Charles Ray Williams, Principal, Wingate Elementary School

Mr. Harvey Nesbit, Principal, Waxhaw Elementary School

Mr. Fred L. High, Principal, Unionville Elementary School

Mr. George L. Miller, Principal, Indian Trail Elementary School

Mr. C. Wayne Dillon, Consultant for Career Education, State Department of Public Instruction

Dr. John D. Moore, Career Education Project Director, Union County Schools, Workshop Coordinator

UNION COUNTY SCHOOLS
CAREER EDUCATION WORKSHOP

CONSULTANTS

Miss Linda Griffin, Assistant Director, Division of Reading, N. C. State Department of Public Instruction, Raleigh, N. C.

Mr. Albert Price, Career Education Coordinator, Cobb County Schools, Marietta, Georgia

Mr. Robert Cook, Career Education Coordinator, Cobb County Schools, Marietta, Georgia

Purpose of Career Education Workshop

The purpose of this workshop is threefold: (1) to orient workshop participants to Union County Schools' Career Based Curriculum Project; (2) to familiarize workshop participants with the concept of Career Education; and (3) to introduce workshop participants to specific techniques for writing career education instructional units and incorporating career education elements or concepts into the school curriculum.

Expected Outcomes of Career Education Workshop

1. That participants will be conversant with Union County Schools' Career Based Curriculum Project.
2. That participants will be conversant with the concept of Career Education.
3. That each teacher will have developed at least one Career Education Curriculum unit for use in the classroom.

CAREER EDUCATION WORKSHOP
GRADES K-6
UNION COUNTY SCHOOLS
MONROE, NORTH CAROLINA

AGENDA

PRESIDING - JOHN D. MOORE
CAREER EDUCATION PROJECT DIRECTOR
UNION COUNTY SCHOOLS

MONDAY, AUGUST 12

9:00 - 9:15	Welcome - Dr. B. Paul Hammack, Superintendent, Union County Schools
9:15 - 9:25	Introductions
9:30 - 9:50	Overview of Union County's Career Education Project - Mr. L. J. Gann, Administrative Assistant, Union County Schools
9:50 - 10:15	Career Education Film - Developed by U. S. Office of Education
10:15 - 10:45	Break
10:45 - 12:15	Reading and Career Education-An Integrated Approach - Miss Linda Griffin, Assistant Director, Division of Reading, N. C. Department of Public Instruction
12:15 - 1:15	Lunch (School Cafteria)
1:15 - 2:15	Career Education - Based on the Cobb County Public Schools' Model, Marrietta, Georgia* - Mr. Albert Price and Mr. Robert Cook, Career Education Consultants
	Station-to-Station Elements and Media Resource Materials, Tools, Hands-On Activities, and Career Development is......

*Materials in this workbook were developed by Cobb County Public Schools, Marietta, Georgia, 1970-73.

AGENDA CONTINUED

2:15 - 3:20	Phase I Planning - Grade Level Division
3:20	Adjourn

TUESDAY, AUGUST 13

9:00 - 10:30	Phase II Initiate Unit - Hands-On-Activities
10:30 - 10:45	Break
10:45 - 12:45	Continuation of Hands-On-Activities
12:15 - 1:15	Lunch
1:15 - 3:20	Phase III Prepare for Role Playing
3:20	Adjourn

WEDNESDAY, AUGUST 14

9:00 - 11:00	Phase IV Role Playing Activities
11:00 - 11:15	Break
11:15 - 12:15	Unit Development Walk-Through
12:15 - 1:15	Lunch
1:15 - 2:45	Phase V Unit Development
2:45 - 3:15	Reporting Session
3:15 - 3:20	Adjournment (Auditorium)

Career Based Curriculum Workshop
Evaluation of Curriculum Materials
September 11, 1974
Media Center, Union County Courthouse
Monroe, North Carolina

Agenda

9:30 - 9:35	Introduction - Dr. John D. Moore, Director, Career Education Project Union County Schools
9:35 - 12:00	"The Valuing Approach to Career Education" Mr. Fred Jefferson, Vice President, Educational Achievement Corporation
12:00 - 1:15	Lunch
1:15 - 2:30	"The Valuing Approach to Career Education" (continued), Mr. Fred Jefferson
2:30 - 3:15	Small Group Sessions
3:15 - 3:25	Evaluation of Workshop

CAREER BASED CURRICULUM WORKSHOP
UNION COUNTY SCHOOLS
MONROE, NORTH CAROLINA
SEPTEMBER 18 AND 19, 1974

AGENDA

Presiding - Dr. John D. Moore
Career Education Project Director
Union County Schools

Wednesday, September 18

9:00 - 9:10	Welcome - Dr. B. Paul Hammack, Superintendent, Union County Schools
9:10 - 9:40	Introductions and Purpose of Workshop
9:40 - 9:55	Unique and Significant Features of Union County Schools' Career Based Curriculum Project
9:55 - 10:15	Career Education Film
10:15 - 10:45	Coffee Break
10:45 - 11:30	Suggested Format for Developing Measureable Objectives - Mr. Jesse Clemmons, SDPI, Raleigh
11:30 - 12:00	Group Divisions and Room Assignments - Elementary, Middle Grades, Secondary-Post Secondary
12:00 - 1:15	Lunch
1:15 - 5:00	Small Group Sessions

Thursday, September 19

9:00 - 10:00	General Session (Question and Answer Period) - Board Room, Seventh Floor, Courthouse Bldg.
10:00 - 10:15	Coffee Break
10:15 - 12:00	Small Group Sessions
12:00 - 1:15	Lunch

AGENDA CONTINUED

1:15 - 4:00	Small Group Sessions
4:00 - 4:15	Break
4:15 - 5:00	Consultants' Reports Elementary - Dr. Loretta Golden, Frank Porter Graham Child Development Center, Chapel Hill Middle Grades - Dr. Walter Cox, N. C. State University, Raleigh Secondary-Post Secondary - Dr. Charles Law, SDPI, Raleigh; Mr. Bob Mullen, SDPI, Raleigh

Purpose of Career Based Curriculum Workshop

The purpose of this workshop is to restate and further clarify the objectives of Union County Schools' Career Based Curriculum Project.

Behavioral Objectives

Upon completion of this workshop, workshop participants will have developed a list of specific student and other project objectives for each grade level (K-14).

Consultants

Dr. Loretta Golden, Investigator, Frank Porter Graham Child Development Center, Chapel Hill, N. C.

Dr. Charles J. Law, Jr., Director, Division of Occupational Education, N. C. State Department of Public Instruction, Raleigh, N. C.

Dr. Walter Cox, Professor, School of Education, N. C. State University, Raleigh, N. C.

Mr. Robert A. Mullen, Associate Director, Division of Occupational Education, N. C. State Department of Public Instruction, Raleigh, N. C.

Mr. Jesse S. Clemmons, Educational Research Coordinator, Occupational Research Unit, N. C. State Department of Public Instruction, Raleigh, N. C.

Mr. Jim Lunsford, Consultant, Division of Occupational Education, N. C. State Department of Public Instruction, Raleigh, N. C.

Union County Schools' Career Based Curriculum Project Staff

Dr. John D. Moore, Project Director
Mrs. Gail Latham, Elementary Curriculum Specialist
Mrs. Kate Faulkner, Middle Grades Curriculum Specialist
Mr. Preston Doyle, Secondary Curriculum Specialist

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MEMO TO: East Union and Western Union Middle Grades Teaching and Counseling Personnel

FROM: R. F. Bolden, Principal, Western Union Middle Grade School
James H. McAfee, Principal, East Union Middle Grade School
John D. Moore, Career Education Project Director, Union County Schools

SUBJECT: Middle Grades Career Education Workshop

DATE: September 12, 1974

A career education workshop for East Union and Western Union teaching and counseling personnel will be held on October 3, 5, and 12.

On Thursday, October 3, workshop participants are asked to remain at their respective schools for a two-hour session from 3:15 P. M. to 5:15 P. M.

On Saturday, October 5, workshop participants are asked to meet at Western Union Middle Grade School for an 8:00 A. M. to 1:30 P. M. session.

On Saturday, October 12, workshop participants are asked to meet at East Union Middle Grade School for an 8:00 A. M. to 1:30 P. M. session.

The purpose of the workshop is fourfold: (1) to orient participants to Union County Schools Career Based Curriculum Project; (2) to clarify and reinforce career education concepts; (3) to develop specific techniques for writing instructional units that correlate career education and academic subject areas of curriculum; and (4) to develop teaching strategies for incorporating career education concepts into school curriculum.

7

Memo
Page 2
September 12, 1974

Workshop participants will earn one unit of renewal credit upon satisfactory completion of the workshop and, in addition, will recieve a $15 per day stipend for their participation in the October 5 and 12 sessions.

Refreshments will also be served during the workshop sessions, courtesy of Mr. McAfee and Mr. Bolden.

JDM/rth

CAREER EDUCATION WORKSHOP
MIDDLE GRADE SCHOOLS
EAST UNION WESTERN UNION

AGENDA

Thursday, October 3

Career Exploration Teachers
Hands-On Exploratory Experiences

		East Union Teachers	Western Union Teachers
Lab A	Career Information and Group Guidance	Mrs. Helen Winchester	Mrs. Mary Reinhard
Lab B	Agri-Business and Natural Resources, Environmental Control, Marine Sciences, Transportation	Charles Mims	Mrs. Caroline Moser
Lab C	Health Occupations, Personal Services, Consumer and Home-making, Hospitality, and Recreation	Mrs. JoAnne Helms	Mrs. Martha Richards
Lab D	Business and Office, Distribution and Marketing, Communications and Media	Mrs. Margaret G. Hood	Mrs. Brenda Forsythe
Lab E	Construction, Manufacturing, Public Services	Ben Williams	George Wilson

Saturday, October 5	Western Union Middle Grade School
8:00 - 8:15	Coffee and Registration
8:15 - 8:30	Welcome - Mr. R. F. Bolden, Principal, Western Union Middle Grade School Greetings - Dr. B. Paul Hammack, Superintendent, Union County Schools
8:30 - 9:00	"Considerations for Curriculum Development" - Dr. John Moore, Career Education Project Director, Union County Schools
9:00 - 10:30	"Interrelating Career Education with the Academic Disciplines" - Dr. Larry Sale, Gardner Webb College, Boiling Springs, N. C.
10:30 - 11:00	Refreshments
11:00 - 12:30	Unit Development within Small Groups with Representatives from each Discipline
12:30 - 1:20	Reports on Unit Development
1:20 - 1:30	Wrap up
1:30	Adjournment

aturday, October 12	East Union Middle Grade School
8:00 - 8:15	Coffee and Registration
8:15 - 8:20	Welcome - Mr. J. H. McAfee, Principal, East Union Middle Grade School
8:20 - 9:45	Teaching Strategies for Incorporating Career Education into Curriculum for the Middle Grade Schools - Dr. Larry Sale, Gardner Webb College, Boiling Springs, N. C.
9:45 - 10:15	Career Education Film
10:15 - 10:45	Refreshments

10:45 - 11:15	Career Based Curriculum for the Middle Grade Schools of Union County - Principals' Comments - Mr. J. H. McAfee and Mr. R. F. Bolden
11:15 - 11:30	"Importance of Career Exploration at the Middle Grade Level" - Mr. Linwood Ward, Director, Occupational Education
11:30 - 11:45	"The Role of Guidance in the Career Education Program," Helen Winchester, Guidance Counselor, East Union Middle Grade School
11:45 - 12:15	"Ways We Can Help Each Other Develop An Exemplary Project in Career Education in Middle Grade Schools" - Kate Faulkner, Middle Grade Curriculum Specialist
12:15 - 1:00	Clarification of Career Education Concepts - Dr. John Moore, and Dr. Larry Sale
1:00 - 1:15	Evaluation of Workshop and Completion of Stipend Forms
1:15 - 1:30	Wrap up
1:30	Adjournment

CAREER BASED CURRICULUM STAFF SPONSORED

BREAD & BUTTERFLIES INSERVICE WORKSHOP

Sixth Grade Teachers

January 23, 1975

Agenda

I. Career Development in the Schools. . . . . .CBC Staff

II. What is BREAD & BUTTERFLIES? . . . . .CBC Staff

III. Understanding Self-Concept . . . . .CBC Staff

IV. Working With Children in Groups. . . . . .CBC Staff

V. Counseling Children for Career Awareness . . . . .CBC Staff

VI. Preparing for Decision-Making. . . . . .CBC Staff

VII. Steps to Successful Use of BREAD & BUTTERFLIES . .CBC Staff

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Vice-Chairman
BILL F. [illegible]
[illegible]
LEROY RUSHING

MEMO TO: All Elementary and Middle Grade Career Based Curriculum Project Principals

FROM: John Moore, Kate Faulkner, and Gail Latham

SUBJECT: In-Service Workshop

DATE: February 20, 1975

A career development program, called The Valuing Approach to Career Education, has been purchased for the elementary and middle grade project schools. An in-service workshop is being planned for Wednesday, February 26, to familiarize the teachers with the materials. You may send the following number of teachers per school as indicated on the chart below:

Grade Level	Number of Teachers	Time
K	2	8:00--9:30
1	2	8:00--9:30
2	2	8:00--9:30
3	2	10:30--12:15
4	2	10:30--12:15
5	2	10:30--12:15
7	1 LA/SS 1 Math 1 Science 1 Health/P. E.	1:15--3:00
8	1 LA/SS 1 Math 1 Science 1 Health/P.E.	1:15--3:00

All groups will meet in the Media Center. Substitutes will be paid by the CBC Project. Thank you for your assistance in this matter.

CAREER BASED CURRICULUM PROJECT

Interdisciplinary Career Education Workshop

March 6-7, 1975

Agenda

8:30 a.m. - 4:30 p.m.

Participants: Dr. John D. Moore/Director, CBC Project
Mr. Mangum/Auto Mechanics-Parkwood
Mr. Parker/Auto Mechanics-Piedmont
Mr. Faquin/Physics-Parkwood
Mr. Morgan/Mathamatics-Piedmont
Mrs. Gilman/Guidance-Parkwood
Miss Handy/Guidance-Parkwood
Mrs. Brown/Guidance-Piedmont
Mrs. Myrna Hilton/Director, Pupil Personnel Services
Mr. Frank Davenport/Principal, Parkwood
Mrs. Kate Faulkner/CBC Project
Mr. Preston Doyle/CBC Project

CAREER BASED CURRICULUM PROJECT

Interdisciplinary Career Education Workshop

March 6-7, 1975

Agenda

*Welcome and Remarks:	Dr. John Moore CBC Project Director
*Welcome and Remarks:	Dr. B. Paul Hammack Superintendent, Union County Schools
*Project Overview:	Preston Doyle, Secondary Curriculum Specialist
*Materials Review:	Preston W. Doyle
*Group Planning: Guidance	Mrs. Hilton Mrs. Faulkner Mrs. Brown Mrs. Gilman Miss Handy
*Auto Mechanics, Mathematics, Physics:	Mr. Doyle Mr. Parker Mr. Mangum Mr. Faquin Mr. Morgan
*Small Group Planning:	Mr. Doyle Mr. Parker Mr. Morgan Mr. Mangum Mr. Faquin

CBC Pilot Project

Auto Mechanics/Physics, Mathematics
Workshop

21 April 1975

Parkwood and Piedmont High Schools

AUTO MECHANICS/PHYSICS, MATHEMATICS WORKSHOP

April 21, 1975

Agenda

8:00 - 8:15	coffee
8:15 - 8:30	Welcome - Dr. John Moore Project Director, Career Education Project
8:30 - 9:00	Introduction to Project Course Outline
9:00 - 10:30	Development of course outline using Hoffman Occupational Learning System: Auto Mechanics
10:30 - 11:00	Break
11:00 - 12:30	Development of course outline
12:30 - 1:30	Lunch
1:30 - 3:30	Development of course outline
3:30 - 3:45	Break
3:45 - 5:00	Review of materials and texts for course

MEMO TO: CBC Principals and Teachers

FROM: CBC Project Staff

SUBJECT: Career Education Inservice Survey

DATE: May 20, 1975

Please indicate below the kinds of career education in-service programs you would like to have during the coming year in order to continue the implementation of Union County's Exemplary Career Education Project.

Below are some suggested areas which you might want to consider. We encourage you to please list others which are not listed below:

_____The teaching of reading through Career Education.

_____The teaching of math through Career Education.

_____The teaching of science through Career Education.

_____The teaching of social studies through Career Education.

_____The teaching of health and physical education through Career Education.

_____Guidance activities through Career Education.

_____Others--Please specify.

Additionally, please indicate the times you would like to have Career Education inservice programs.

_____During workdays prior to arrival of students

_____A few days prior to first official workday

_____On Saturdays during school year

_____After school hours (afternoon)

_____After school hours (evening)

Thank you for your assistance in this matter.

The entire CBC Staff wishes to thank you for your effort in implementing the career education program in your schools during the 1974-75 school year. Have a nice summer!

JDM/sap

AGENDA
CAREER EDUCATION WORKSHOP
AUGUST 12 - 13, 1975
MULTI-PURPOSE ROOM
UNION COUNTY COURTHOUSE

Tuesday, August 12

9:00 a.m. - 9:15 a.m.	Opening Remarks B. Paul Hammack, Superintendent John D. Moore, CBC Project Director
9:15 a.m. - 10:00 a.m.	Overview of Third-Party Evaluation Report Dr. Barbara Parramore, N. C. State U.
10:00 a.m. - 10:15 a.m.	Break
10:15 a.m. - 10:50 a.m.	Question Answer Period
10:50 a.m. - 11:00 a.m.	Break
11:00 a.m. 12:30 p.m.	Group A - Elementary and Middle School Personnel to Review CBC Project Objectives and Third-party Evaluation Plans with Dr. Parramore CBC Staff, and Central Office Staff Group B - High School Principals to Meet with L. J. Cann Concerning Opening of School Group C - High School Teachers and Counselors to Browse Among Materials in Media Center
12:30 p.m. - 1:30 p.m.	Lunch
1:30 p.m. - 4:00 p.m.	Formulation of CBC Objectives for Project High Schools Dr. Parramore, CBC Project Staff, Central Office Staff, and All High School Personnel
4:00 p.m.	End of First Day of Workshop

Wednesday, August 13

9:00 a.m. - 10:15 a.m.	Formulation of CBC Objectives for Project High Schools (Continued) Dr. Parramore, CBC Project Staff, Central Office Staff, and All High School Personnel
10:15 a.m. 10:30 a.m.	Break
10:30 a.m. - 12:15 p.m.	Formulation of CBC Objectives for Project High Schools (Continued)
12:15 p.m. - 1:30 p.m.	Lunch
1:30 p.m. - 3:00 p.m.	Formulation of CBC Objectives for Project High Schools (Continued)
3:00 p.m.	End of Workshop

MIDDLE GRADES
CAREER EDUCATION WORKSHOP
UNION COUNTY SCHOOLS
MONROE, NORTH CAROLINA
AUGUST 21, 22, AND 23, 1975

IT'S THE KIDS THAT COUNT!

WORKSHOP SITE
EAST UNION MIDDLE SCHOOL
MARSHVILLE, N. C.
MR. J. H. McAFEE, PRINCIPAL

PROJECT DISCOVERY
PRE-SERVICE TEACHER TRAINING WORKSHOP
UNION COUNTY SCHOOLS
MONROE, NORTH CAROLINA

AUGUST 21-22, 1975

Presiding: John D. Moore, Director, Career Based Curriculum Project

Featured Consultant: Philip A. Olive, Program Coordinator, Project Discovery, Southwest Lowa Learning Resources Center, Red Oak, Iowa.

Thursday, August 21, 1975

8:30 a.m.	Welcome & Introduction
8:45 a.m.	History & Introduction to Project Discovery
9:00 a.m.	Project Discovery film - "I'd Rather Be. . ."
9:15 a.m.	Introduction to Guidance & Counseling Activities
10:00 a.m.	Break
10:15 a.m.	Introduction to Guidance & Counseling Activities (Continued)
12:00 a.m.	LUNCH
1:00 p.m.	Package Development
1:30 p.m.	Guidance & Counseling Activities (Continued)
2:00 p.m.	Project Discovery Package Preview
3:00 p.m.	Post Package Activities
3:30 p.m.	Adjourn

Friday, August 22, 1975

8:30 a.m.	Project Discovery Adopter Sites (Implementation Models)
9:45 a.m.	Break
10:00 a.m.	Package Preview (Continued)
11:00 a.m.	Post Package Activities (Experience Chart)
12:00 a.m	LUNCH
1:00 p.m.	Guidance & Counseling Activities (Continued)
1:30 p.m.	Local Installation & Implementation (Facilities, Staff requirements, etc.)
3:00 p.m.	Workshop Evaluation
3:30 p.m.	Adjourn

PROJECT DISCOVERY WORKSHOP OBJECTIVES

Upon completion of the two-day training session with Project Discovery (see attached agenda):

1. Workshop participants will demonstrate their knowledge of the Project Discovery concepts by correctly describing the physical components and organization of the Project Discovery approach to career exploration.

2. Workshop participants will demonstrate familiarity with at least three pre-package guidance and counseling activities by exploring them to the satisfaction of the workshop leader.

3. Workshop participants will discover the overall scope of Project Discovery career exploration packages by browsing through each of the twenty available packages and reporting their findings verbally to the workshop leader.

4. Workshop participants will demonstrate in-depth knowledge of at least two exploration packages by working through all package activities in the presence of the workshop leader.

5. Workshop participants will demonstrate familiarity with at least two Project Discovery post-package guidance and counseling activities by exploring them to the satisfaction of the workshop leader.

6. Workshop participants will have written in outline form their own implementation plan for the use of Project Discovery packages in their schools for 1975-76.

MIDDLE GRADES CURRICULUM WORKSHOP
UNION COUNTY SCHOOLS
MONROE, NORTH CAROLINA

AUGUST 23, 1975

Featured Consultant: Dr. C. Douglas Bryant, School of Education, N. C. State University, Raleigh, North Carolina

Saturday, August 23, 1975

8:30 a.m.	What Role Theory Says to the Structure of Occupations
10:00 a.m.	Break
10:15 a.m.	Showing of Foxfire and Discussion
12:00 a.m.	LUNCH
1:00 p.m.	Implementing Career Cluster Concept in Middle Grades Programs
3:30 p.m.	Adjourn

WORKSHOP PARTICIPANTS

Mrs. Jo Anne Helms, Career Exploration Teacher, East Union Middle School

Mrs. Margaret Hood, Career Exploration Teacher, East Union Middle School

Mrs. Helen Winchester, Career Counselor, East Union Middle School

Mr. Ben Williams, Career Exploration Teacher, East Union Middle School

Mr. Charles Mims, Career Exploration Teacher, East Union Middle School

Mrs. Caroline Moser, Career Exploration Teacher, Parkwood Middle School

Mr. Dana McManus, Career Counselor, Parkwood Middle School

Mrs. Martha Richards, Career Exploration Teacher, Parkwood Middle School

Mrs. Brenda Forsythe, Career Exploration Teacher, Parkwood Middle School

Mr. George Wilson, Career Exploration Teacher, Parkwood Middle School

Mrs. Gail Latham, Elementary Curriculum Specialist, CBC Project

Mrs. Kate Faulkner, Middle Grade Curriculum Specialist, CBC Project

Dr. John Moore, Director, CBC Project

ELEMENTARY
CAREER EDUCATION WORKSHOP
UNION COUNTY SCHOOLS
AUGUST 28, 1975

IT'S THE KIDS THAT COUNT!

WORKSHOP SITE
INDIAN TRAIL ELEMENTARY SCHOOL
INDIAN TRAIL, NORTH CAROLINA
MR. GEORGE MILLER, PRINCIPAL

THE TEACHING OF LANGUAGE ARTS
THROUGH CAREER EDUCATION
INDIAN TRAIL ELEMENTARY SCHOOL
INDIAN TRAIL, NORTH CAROLINA
AUGUST 28, 1975

Presiding: John D. Moore, Director, Career Based Curriculum Project

Featured Consultant: Dr. Larry L. Sale, Professor of Education
Gardner-Webb College, Boiling Springs, North Carolina

Thursday, August 28, 1975

8:30 a.m.	Welcome and Introduction
8:45 a.m.	Inventory of Current and Emerging Language Arts Concepts and Skills Relative to Elementary School Children (K-5)
10:00 a.m.	Break
10:30 a.m.	Inventory of Current and Emerging Career Education Concepts Relative to Elementary School Children (K-5)
12:00 a.m.	LUNCH
1:00 p.m.	Consideration of Teaching Strategies and Instructional Materials Designed to Interrelate Language Arts and Career Education Experiences (K-5)
3:00 p.m.	Discussion and Comments
3:30 p.m.	Adjourn

WORKSHOP OBJECTIVES: To assist each participant in:

1. Conducting a personal inventory of current and emerging language arts concepts and skills relative to elementary school children (K-5).
2. Conducting a personal inventory of current and emerging career education concepts relative to elementary school children (K-5).
3. Developing teaching strategies and instructional materials designed to interrelate language arts and career education experiences appropriate for elementary school children (K-5).

WORKSHOP PARTICIPANTS
INDIAN TRAIL ELEMENTARY SCHOOL
GRADES K-5

Mr. Geroge Miller, Principal, Indian Trail Elementary School
Mrs. Catherine Perry, First Grade Teacher, Indian Trail Elementary School
Mrs. Charlotte Ostwalt, First Grade Teacher, Indian Trail Elementary School
Mrs. Judy Pence, First Grade Teacher, Indian Trail Elementary School
Ms. Sandra Craft, First Grade Teacher, Indian Trail Elementary School
Mrs. Mary Sipe, Second Grade Teacher, Indian Trail Elementary School
Mrs. Nancy Bemis, Second Grade Teacher, Indian Trail Elementary School
Mrs. Frances Klutz, Second Grade Teacher, Indian Trail Elementary School
Mrs. Ethel Howie, Second Grade Teacher, Indian Trail Elementary School
Mrs. Jackie Clark, Third Grade Teacher, Indian Trail Elementary School
Mrs. Sally Bivens, Third Grade Teacher, Indian Trail Elementary School
Mrs. Alice Latta, Third Grade Teacher, Indian Trail Elementary School
Mrs. Mary Revels, Third Grade Teacher, Indian Trail Elementary School
Mrs. Helen Norwood, Fourth Grade Teacher, Indian Trail Elementary School
Mrs. Theresa Simpson, Fourth Grade Teacher, Indian Trail Elementary School
Miss Joan Cook, Fourth Grade Teacher, Indian Trail Elementary School
Ms. Beverly Goodwin, Fourth Grade Teacher, Indian Trail Elementary School
Mr. Kenneth Thompson, Fifth Grade Teacher, Indian Trail Elementary School
Mrs. AliceHester, Fifth Grade Teacher, Indian Trail Elementary School
Mrs. Margaret Haigler, Fifth Grade Teacher, Indian Trail Elementary School
Miss Patsy Ann Hemmerle, Fifth Grade Teacher, Indian Trail Elementary School
Mrs. Margaret Kiser, Kindergarten Teacher, Indian Trail Elementary School
Mrs. Anna Howey, Resource Teacher, Indian Trail Elementary School
Mrs. Rebecca Kay, Music Teacher, Indian Trail Elementary School
Mrs. Wilba Helms, Librarian, Indian Trail Elementary School

Career Based Curriculum Project Staff

Mrs. Gail Latham, Elementary Curriculum Specialist, CBC Project
Mrs. Kate Faulkner, Middle Grade Curriculum Specialist, CBC Project
Mrs. Karen Williams, Secondary Curriculum Specilist, CBC Project

ELEMENTARY
CAREER EDUCATION WORKSHOP
UNION COUNTY SCHOOLS
FRIDAY, OCTOBER 17, 1975

HELP
SPREAD
CAREER ED!

WORKSHOP SITE
UNIONVILLE ELEMENTARY SCHOOL
MR. FRED L. HIGH, PRINCIPAL

THE TEACHING OF LANGUAGE ARTS THROUGH CAREER EDUCATION

UNIONVILLE ELEMENTARY SCHOOL
MONROE, NORTH CAROLINA 28110

OCTOBER 17, 1975

Workshop Coordinator: John D. Moore, Director, Career Based Curriculum Project

Featured Consultant: Dr. Larry L. Sale, Professor of Education
Gardner-Webb College, Boiling Springs, North Carolina

FRIDAY, OCTOBER 17, 1975

8:15 a.m.	Welcome and Introduction
8:30 a.m.	Inventory of Current and Emerging Language Arts Concepts and Skills Relative to Elementary School Children (K-5)
9:45 a.m.	Break
10:15 a.m.	Inventory of Current and Emerging Career Education Concepts Relative to Elementary School Children (K-5)
12:00 p.m.	LUNCH
1:00 p.m.	Consideration of Teaching Strategies and Instructional Materials Designed to Interrelate Language Arts and Career Education Experiences (K-5)
2:30 p.m.	Adjourn

WORKSHOP OBJECTIVES: To assist each participant in:

1. Conducting a personal inventory of current and emerging language arts concepts and skills relative to elementary school children (K-5).
2. Conducting a personal inventory of current and emerging career education concepts relative to elementary school children (K-5).
3. Developing teaching strategies and instructional materials designed to interrelate language arts and career education experiences appropriate for elementary school children (K-5).

WORKSHOP PARTICIPANTS

UNIONVILLE SCHOOL FACULTY

GRADES K-5

Fred L. High, Principal
Mrs. Peggie W. McLean, Grade 5
Mrs. Wanda H. Medlin, Grade 5
Mrs. Hazel G. Black, Grades 4 & 5
Mrs. Doris Lorena Outen, Grade 4
Mrs. Marilyn R. Williams, Grade 4
Mrs. Marian U. Dowdee, Grade 3
Mrs. Petrovia C. Evans, Grade 3
Mrs. Patsy G. Fowler, Grade 3
Mrs. Bonnie D. Whitley, Grade 3
Mrs. Judy G. Bowling, Grade 2
Mrs. Louise H. Fowler, Grade 2
Mrs. Susan Hyatt, Grade 2
Mrs. Ruthellen VanBlon, Grade 2
Mrs. Deborah P. Crook, Grade 1
Mrs. Starlette P. McCollum, Grade 1
Mrs. Anita B. Simpson, Kindergarten & First
Mrs. Josephine B. VanArsdol, Grade 1
Mrs. Susan H. Birch, Kindergarten & First
Mrs. Elnora M. Cook, Kindergarten
Mrs. Sallie Ingram Hasty, Librarian
Mrs. Linda Rudisill Dennis, Resource
Mrs. Linda Hirschy, Counselor
Miss Myrtle McSwain, Music

Career Based Curriculum Project Staff

Gail Latham, Elementary Curriculum Specialist, CBC Project
Kate Faulkner, Middle Grade Curriculum Specialist, CBC Project
Karen Williams, Secondary Curriculum Specialist, CBC Project
John D. Moore, Director, CBC Project

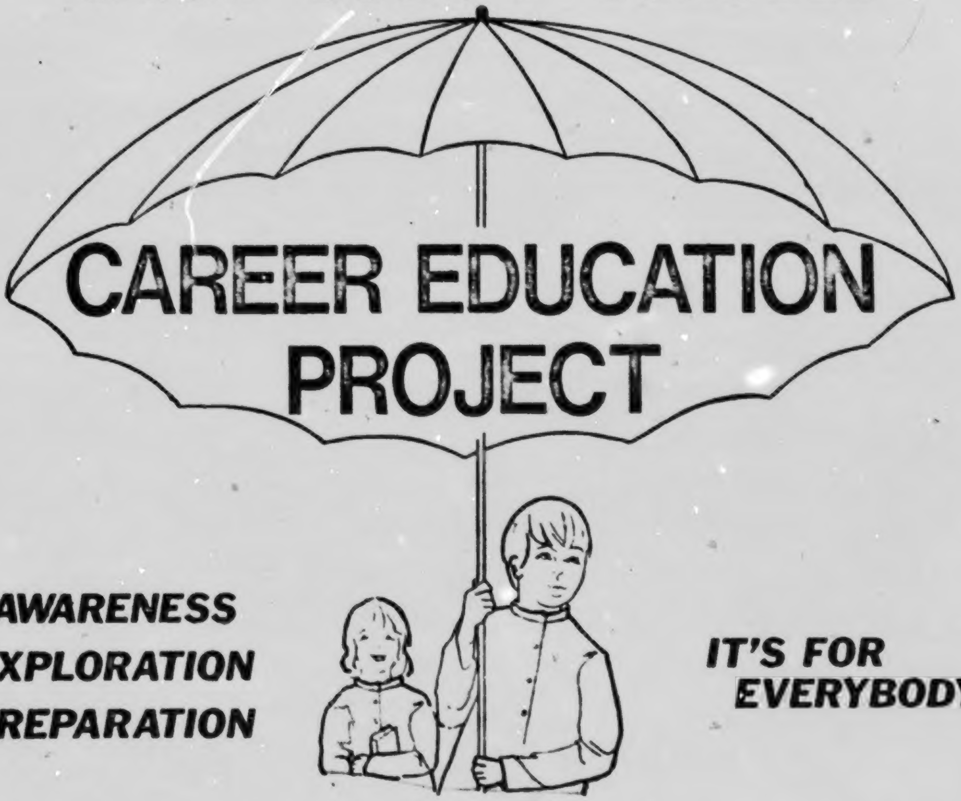
GRADES 4-6

CAREER EDUCATION SCIENCE WORKSHOP

UNION COUNTY SCHOOLS

MONDAY, OCTOBER 20, 1975

UNION COUNTY SCHOOLS



CAREER EDUCATION PROJECT

AWARENESS
EXPLORATION
PREPARATION

IT'S FOR EVERYBODY!

WORKSHOP SITE

Multi-Purpose Room
Union County Courthouse
Monroe, North Carolina 28110

THE TEACHING OF SCIENCE THROUGH CAREER EDUCATION

MULTI-PURPOSE ROOM

UNION COUNTY COURTHOUSE

MONDAY, OCTOBER 20, 1975

Workshop Coordinator: John D. Moore, Director, Career Based Curriculum Project

Featured Consultants: Mr. Bill Spooner and Mr. Jake Brown, Science Consultants, North Carolina State Department of Public Instruction

MONDAY, OCTOBER 20, 1975

12:30 p.m.	Trends in Elementary Science
12:45 p.m.	Activities
2:00 p.m.	Break
2:30 p.m.	Where Are You Now? Facts and Figures and Discussion
3:30 p.m.	Adjourn

WORKSHOP PARTICIPANTS

Workshop Participants include 4-6 teachers from Wingate, Waxhaw, Unionville, Indian Trail, East Union Middle, and Parkwood Middle Schools.

Career Based Curriculum Project Staff

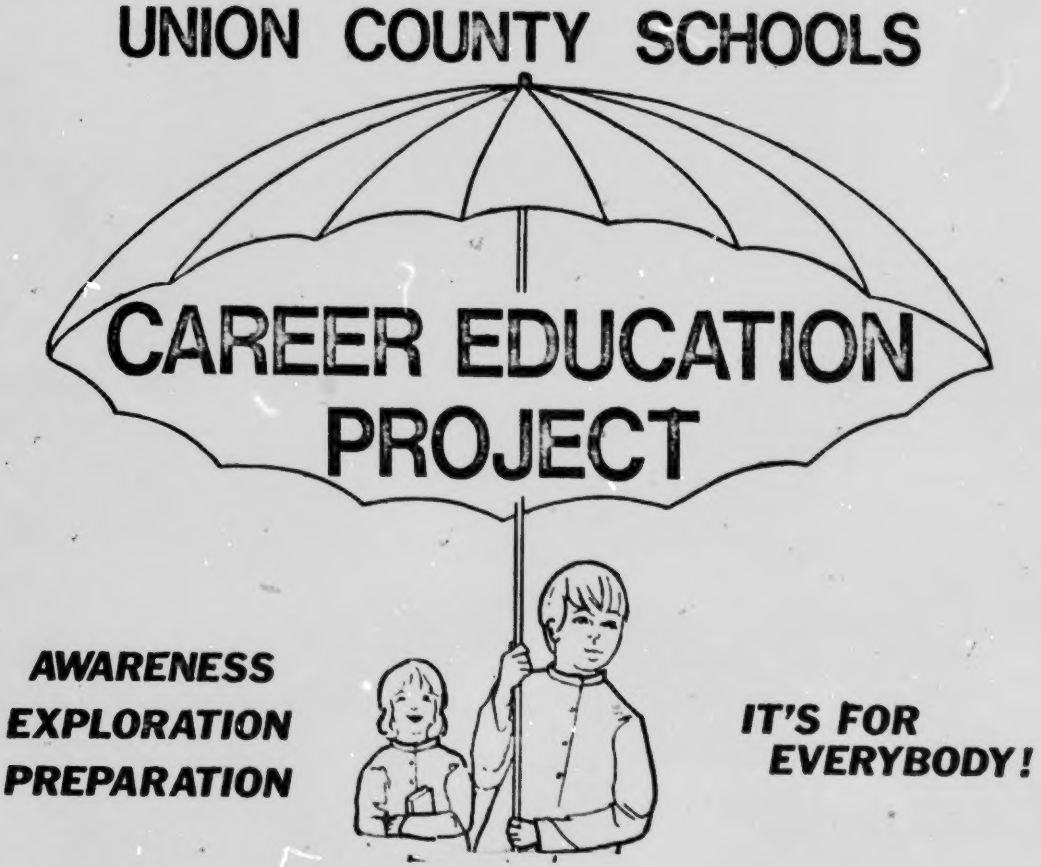
Gail Latham, Elementary Curriculum Specialist, CBC Project
Kate Faulkner, Middle Grade Curriculum Specialist, CBC Project
Karen Williams, Secondary Curriculum Specialist, CBC Project
John D. Moore, Director, Career Based Curriculum Project

GRADES 7 - 12

CAREER EDUCATION SCIENCE WORKSHOP

UNION COUNTY SCHOOLS

TUESDAY, OCTOBER 21, 1975


UNION COUNTY SCHOOLS
CAREER EDUCATION PROJECT
AWARENESS
EXPLORATION
PREPARATION
IT'S FOR EVERYBODY!

WORKSHOP SITE

Multi-Purpose Room
Union County Courthouse
Monroe, North Carolina 28110

THE TEACHING OF SCIENCE THROUGH CAREER EDUCATION

MULTI-PURPOSE ROOM

UNION COUNTY COURTHOUSE

TUESDAY, OCTOBER 21, 1975

Workshop Coordinator: John D. Moore, Director, Career Based Curriculum Project

Featured Consultants: Mr. Bill Spooner and Mr. Jake Brown, Science Consultants, North Carolina State Department of Public Instruction

TUESDAY, OCTOBER 21, 1975

8:15 a.m.	What's Happening in Science Education, Nationally and in North Carolina?
9:30 a.m.	Film
10:00 a.m.	Break
10:15 a.m.	Activities and Discussion
11:30 a.m.	LUNCH
12:45 p.m.	General Session Where Are You Now?
3:15 p.m.	Adjourn

WORKSHOP PARTICIPANTS

Workshop Participants include 7-12 teachers from East Union Middle, Parkwood Middle, Piedmont High, Parkwood High, Forest Hills High, and Sun Valley High Schools.

Career Based Curriculum Project Staff

Gail Latham, Elementary Curriculum Specialist, CBC Project
Kate Faulkner, Middle Grade Curriculum Specialist, CBC Project
Karen Williams, Secondary Curriculum Specialist, CBC Project
John D. Moore, Director, Career Based Curriculum Project

ELEMENTARY
CAREER EDUCATION WORKSHOP
UNION COUNTY SCHOOLS
FRIDAY, NOVEMBER 7, 1975

WORKSHOP SITE
WAXHAW ELEMENTARY SCHOOL
MR. HARVEY C. NESBIT, PRINCIPAL

THE TEACHING OF LANGUAGE ARTS THROUGH CAREER EDUCATION

WAXHAW ELEMENTARY SCHOOL
WAXHAW, NORTH CAROLINA 28173

NOVEMBER 7, 1975

Workshop Coordinator:	Dr. John D. Moore, Director, Career Based Curriculum Project
Featured Consultant:	Dr. Larry L. Sale, Professor of Education Gardner-Webb College, Boiling Springs, North Carolina

Friday, November 7, 1975

8:15 a.m.	Welcome and Introduction
8:30 a.m.	Inventory of Current and Emerging Language Arts Concepts and Skills Relative to Elementary School Children (K-5)
9:45 a.m.	Break
10:15 a.m.	Inventory of Current and Emerging Career Education Concepts Relative to Elementary School Children (K-5)
12:00 p.m.	LUNCH
1:00 p.m.	Consideration of Teaching Strategies and Instructional Materials Designed to Interrelate Language Arts and Career Education Experiences (K-5)
2:30 p.m.	Adjourn

WORKSHOP PARTICIPANTS

CAREER EDUCATION WORKSHOP

Workshop Participants are the faculties and staffs of Wingate and Waxhaw Elementary Schools.

Career Based Curriculum Project Staff

Gail Latham, Elementary Curriculum Specialist, CBC Project
Kate Faulkner, Middle Grade Curriculum Specialist, CBC Project
Karen Williams, Secondary Curriculum Specialist, CBC Project
John D. Moore, Director, CBC Project

CREATIVE DRAMATICS
CAREER EDUCATION WORKSHOP
NOVEMBER 12, 1975

IT'S THE KIDS THAT COUNT!

WORKSHOP SITE

MULTI-PURPOSE ROOM
UNION COUNTY COURTHOUSE
MONROE, NORTH CAROLINA 28110

AGENDA

Featured Consultant:	Dr. R. Baird Shuman, Professor of English Education, Duke University
Workshop Coordinator:	Dr. John D. Moore, Director, Career Based Curriculum Project

NOVEMBER 12, 1975

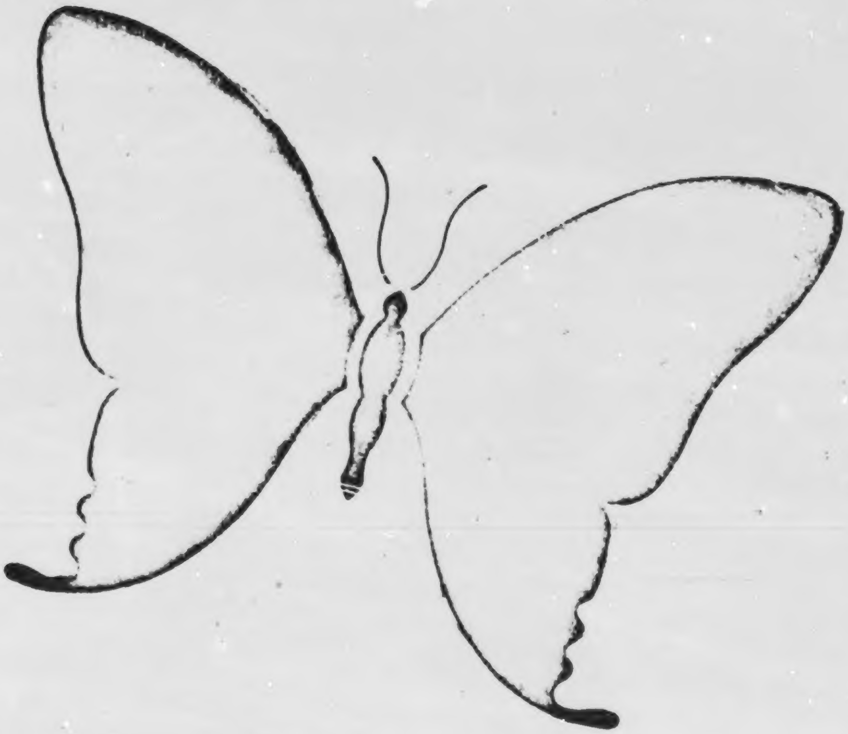
8:15 a.m.	Introduction
8:30 a.m.	Creative dramatics and its relation to vocational and career education.
9:15 a.m.	Creative dramatics demonstration with about 15 students.
10:30 a.m.	Break
10:55	Analysis of the creative dramatics demonstration.
12:00 p.m.	Lunch
1:15 p.m.	Vocational and career aspects of instruction in reading and composition emphasizing participation by the teachers attending the meeting.
3:15 p.m.	Adjourn

Workshop Participants are from East Union and Parkwood Middle Schools and all English teachers, grades 9-12.

Career Based Curriculum Staff

Kate Faulkner, Middle School Curriculum Specialist, CBC Project
Gail Latham, Elementary School Curriculum Specialist, CBC Project
Karen Williams, Secondary School Curriculum Specialist, CBC Project
John D. Moore, Director, CBC Project

"BREAD AND BUTTERFLIES"
CAREER EDUCATION WORKSHOP
NOVEMBER 19, 1975



WORKSHOP SITE

MEDIA CENTER
UNION COUNTY COURTHOUSE
MONROE, NORTH CAROLINA

AGENDA

Featured Consultants: Betty P. Moore, Education Specialist, Intermediate Education and Gail F. Latham, CBC Curriculum Specialist, Union County Schools

Workshop Coordinator: Dr. John D. Moore, Director, Career Based Curriculum Project, Union County Schools

NOVEMBER 19, 1975

8:00 a.m.	Welcome, Introductions
8:15 a.m.	Overview of "Bread and Butterflies"
8:30 a.m.	Film: "Using Bread and Butterflies" and Follow-Up Discussion
9:00 a.m.	Introduction to Teacher's Guide
9:30 a.m.	Break
9:45 a.m.	Film: "People Need People" Follow-Up Activities
12:00 p.m.	LUNCH
1:00 p.m.	View Other "Bread and Butterflies" Films
2:00 p.m.	Discussion of Schedule and Utilization of "Bread and Butterflies"
2:30 p.m. (optional)	Browse Materials Individual Conferences Continue Activities

The Objectives of "Bread and Butterflies"
Workshop are as Follows:

1. To explore techniques for utilizing the "Bread and Butterflies" television series in a comprehensive career education program.

2. To give teachers an opportunity to view a demonstration session regarding utilization of a "Bread and Butterflies" program.

3. To provide teachers an opportunity to participate in learning center activities designed to correlate career education with subject matter at the intermediate level.

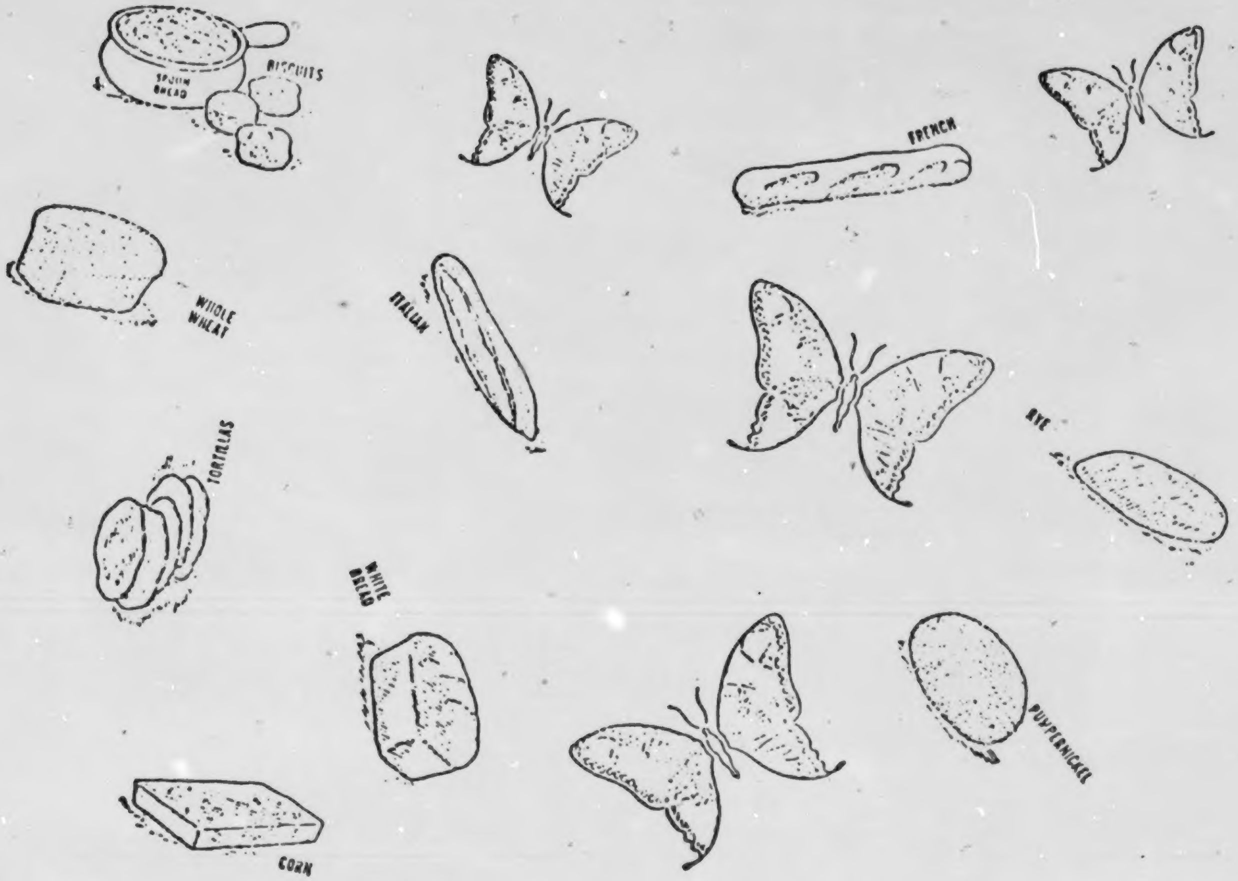
4. To view five films from the "Bread and Butterflies" series.

Workshop Participants Are All Fourth
Grade Career Based Curriculum Project Teachers

Career Based Curriculum Staff

Gail Latham, Elementary School Curriculum Specialist, CBC Project
Kate Faulkner, Middle School Curriculum Specialist, CBC Project
Karen Williams, Secondary School Curriculum Specialist, CBC Project
John D. Moore, Director, CBC Project

"BREAD AND BUTTERFLIES"
CAREER EDUCATION WORKSHOP
NOVEMBER 20, 1975


SPOON BREAD
BISCUITS
FRENCH
WHOLE WHEAT
ITALIAN
RYE
TORTILLAS
WHITE BREAD
PUMPERNICKEL
CORN

WORKSHOP SITE

MULTI-PURPOSE ROOM,
UNION COUNTY COURTHOUSE

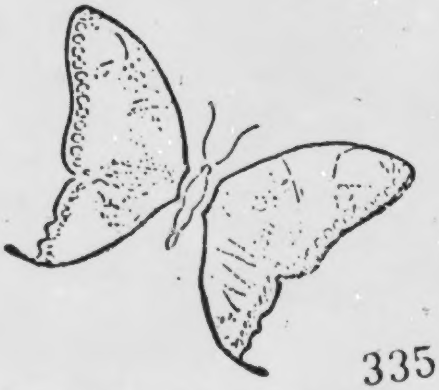
AGENDA

Featured Consultants: Carolyn Hutchins, Helping Teacher, Charlotte-Mecklenburg School System, and Karen Williams, CBC Curriculum Specialist

Workshop Coordinator: Dr. John D. Moore, Director, Career Based Curriculum Project, Union County Schools

November 20, 1975

8:00 a.m.	Warm-up
8:15 a.m.	Welcome and Introduction
8:20 a.m.	Overview of "Bread and Butterflies"
8:30 a.m.	Film: "Using Bread and Butterflies"
9:00 a.m.	Sneak Preview - The Guide
9:15 a.m.	Break
9:30 a.m.	Pre-telecast Activity Film: "Work Means" Post-telecast Activity
11:30 a.m.	LUNCH
12:30 p.m.	Films: "Taking Care of Business" "The Way We Live" "Things, Ideas, and People" "Success Story"
1:45 p.m.	Integrating "Bread and Butterflies"
2:15 p.m.	Wrap-up Scheduling of Films
2:30 p.m.	Consultants Available for Further Discussion



The Objectives of the "Bread and Butterflies" Workshop are as Follows:

1. To provide teachers with an understanding of the "Bread and Butterflies" career development program.
2. To assist teachers in understanding concepts, activities, and methods of implementing the "Bread and Butterflies" career development program.

At the conclusion of the workshop, teachers will have demonstrated to the satisfaction of workshop consultants:

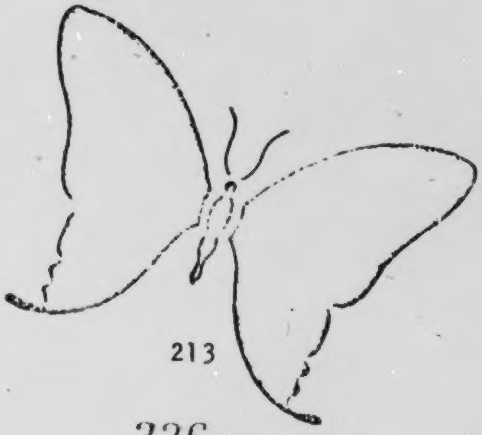
1. Their ability to utilize the "Bread and Butterflies" Curriculum Guide in conjunction with five "Bread and Butterflies" Films.
2. Their understanding of career development concepts appropriate for 9-12 year olds.

Workshop Participants Are All Fifth

Grade Career Based Curriculum Project Teachers

Career Based Curriculum Staff

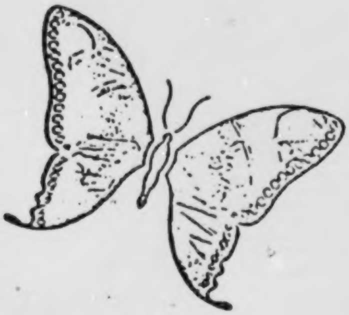
Gail Latham, Elementary Curriculum Specialist, CBC Project
Kate Faulkner, Middle Curriculum Specialist, CBC Project
Karen Williams, Secondary Curriculum Specialist, CBC Project
John D. Moore, Director, CBC Project



"BREAD AND BUTTERFLIES"

CAREER EDUCATION WORKSHOP

NOVEMBER 24, 1975



WORKSHOP SITE

MULTI-PURPOSE ROOM,
UNION COUNTY COURTHOUSE

AGENDA

Featured Consultants: Sue Scott, Division of Educational Media, State Department of Public Instruction and Kate Faulkner, CBC Curriculum Specialist

Workshop Coordinator: Dr. John D. Moore, Director, Career Based Curriculum Project, Union County Schools

November 24, 1975

8:00 a.m.	Welcome and Introduction
8:15 a.m.	Overview of "Bread and Butterflies" Career Development Program
8:30 a.m.	Film - "Using "Bread and Butterflies"
9:00 a.m.	"Getting It On"
9:15 a.m.	Film - "Schools and Jobs" Utilization of "Bread and Butterflies" Curriculum Guide With Film
10:30 a.m.	Film - "Our Two Hands" Utilization of "Bread and Butterflies Curriculum Guide With Film
12:00 p.m.	LUNCH
1:00 p.m.	Films- "Power Play," "Choosing Change," and "I agree, You're Wrong." Utilization of "Bread and Butterflies" Curriculum Guide with Film
2:00 p.m.	Scheduling use of "Bread and Butterflies" Films Between Schools
2:30 p.m. (optional)	Discussion of Conference Activities and Continuation of Activities

The Objectives of the "Bread and Butterflies" Workshop are as Follows:

1. To provide teachers with an understanding of the "Bread and Butterflies" career development program.
2. To assist teachers in understanding concepts, activities, and methods of implementing the "Bread and Butterflies" career development program.

At the conclusion of the workshop, teachers will have demonstrated to the satisfaction of workshop consultants:

1. Their ability to utilize the "Bread and Butterflies" Curriculum Guide in conjunction with five "Bread and Butterflies" Films.
2. Their understanding of career development concepts appropriate for 9-12 year olds.

Workshop Participants Are All Sixth

Grade Career Based Curriculum Project Teachers

Career Based Curriculum Staff

Gail Latham, Elementary Curriculum Specialist, CBC Project
Kate Faulkner, Middle School Curriculum Specialist, CBC Project
Karen Williams, Secondary Curriculum Specialist, CBC Project
John D. Moore, Director, CBC Project

CAREER CENTER PLANNING COMMITTEE MEETING

MEDIA CENTER, UNION COUNTY COURTHOUSE

FEBRUARY 17-18, 1976

AGENDA

Tuesday, February 17

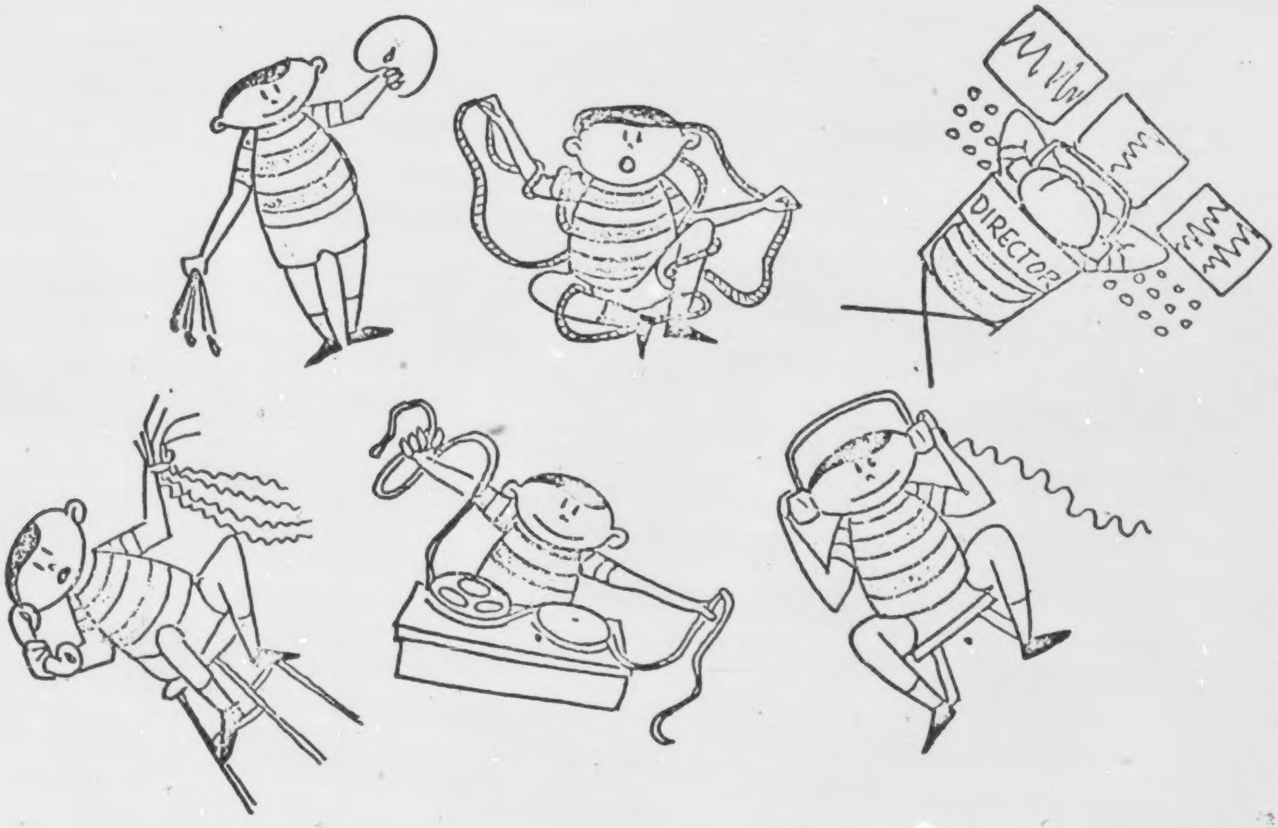
1:30 p.m.	Opening Remarks	Edith E. Perry, Chairman, Union County Board of Education
	Comments	B. Paul Hammack, Superintendent
	Comments	Linwood Ward, Chairman, Education Specifications Committee
	Review of Previous Planning Sessions	John Moore, Director, Career Based Curriculum Project
2:10 p.m.	Academic Planning Sessions	
	Math	Billy Tyson, Principal, Piedmont High School, Chairman
	Science	Ron Gilliard, Principal, Sun Valley High School, Chairman
	Foreign Languages	J. E. Hogan, Principal, Forest Hills High School, Chairman
	English	Frank Davenport, Principal, Parkwood High School, Chairman
3:30 p.m.	Adjourn	

Wednesday, February 18

8:30 a.m.	Academic Planning Sessions (Continued) Math . . . . Billy Tyson, Principal, Piedmont High School, Chairman Science . . Ron Gilliard, Principal, Sun Valley High School, Chairman Foreign Languages . . J. E. Hogan, Principal, Forest Hills High School, Chairman English . . Frank Davenport, Principal, Parkwood High School, Chairman
10:30 a.m.	Coffee Break
11:00 a.m.	Reports from Academic Planning Sessions
12:00 p.m.	LUNCH
1:15 p.m.	Academic Planning Sessions(Continued)
3:30 p.m.	Adjourn

THE TEACHING OF LANGUAGE ARTS THROUGH CAREER EDUCATION

UNION COUNTY SCHOOLS
FRIDAY, MARCH 12, 1976



LEARNING IS SERIOUS BUSINESS FOR CHILDREN FROM SIX TO TWELVE.

WORKSHOP SITE
INDIAN TRAIL ELEMENTARY SCHOOL
MR. GEORGE L. MILLER, PRINCIPAL

THE TEACHING OF LANGUAGE ARTS

THROUGH CAREER EDUCATION

INDIAN TRAIL ELEMENTARY SCHOOL

FRIDAY, MARCH 12, 1976

Presiding: Dr. John D. Moore, Director, Career Based Curriculum Project

Featured Consultant: Dr. Larry Sale, Professor of Education, Gardner-Webb College, Boiling Springs, North Carolina

Friday, March 12, 1976

8:30 a.m.	Welcome and Introduction
8:45 a.m.	Improving Spelling Instruction Through Career Education
10:00 a.m.	Break
10:30 a.m.	Creative Writing and Career Awareness
12:00 p.m.	LUNCH
1:00 p.m.	Interrelating Language Usage and Career Education Experiences
2:30 p.m.	Adjourn

Career Based Curriculum Project Staff

Gail Latham, Elementary Curriculum Specialist, CBC Project
Kate Faulkner, Middle Grade Curriculum Specialist, CBC Project
Karen Williams, Secondary Curriculum Specialist, CBC Project
John D. Moore, Director, Career Based Curriculum Project

CBC GOALS AND OBJECTIVES

PLANNING MEETING

MULTI-PURPOSE ROOM
UNION COUNTY COURTHOUSE
MARCH 26, 1976

************************************* AGENDA **

12:30 p.m.	Opening Remarks . . . Dr. B. Paul Hammack, Superintendent
12:40 p.m.	Comments . . . Dr. John D. Moore, Director Career Based Curriculum Project
12:50 p.m.	CBC Third-Party Evaluation Report . . . Drs. Barbara Parramore Walter Cox, Joe Clary, School of Education, North Carolina State University
1:50 p.m.	Group Planning Sessions *CBC Elementary School Personnel - Multi-Purpose Room, Group Leader - Gail Latham *CBC Middle School Personnel - Room 409, Courthouse Building, 4th floor, Group Leader - Kate Faulkner *CBC Secondary School Personnel - Media Center Group Leader - Karen Williams
4:00 p.m.	Adjourn

CAREER AWARENESS PLANNING WORKSHOP

Wingate, Waxhaw, Unionville, and Indian Trail Elementary

June 16, 1976

8:00 - 8:20 Overview (Principal)

The purpose of this work session is to evaluate the effect of the CBC Project on the total school program and to recommend and plan future activities for the project.

8:20 - 9:00 Subject Area Brainstorming Sessions (small groups)

A. Evaluate the effect of the CBC project on individual subject areas.
B. List ways to further correlate subject area objectives with career objectives.
C. Consider whether there is a need for developing an outline for sequencing career awareness activities in grades K-5.
D. Indicate the kinds of instructional materials that are needed to further implement career awareness objectives. Discuss current use of materials on hand.

9:00 - 9:20 Sharing (total staff)

Small group representatives will share ideas from the brainstorming sessions with the total group.

9:20 - 9:30 School Visitation

Discuss plans for handling any visitors who might come to your school to observe your incorporation of career awareness concepts into the total curriculum.

9:30 - 9:45 Break

9:45 - 10:30 Clarification of Goals and Activities (grade level groups)

Discuss how the suggested activities listed on the planning chart might serve to promote the objectives of the project:

A. Discuss the meaning of each ACTIVITY listed on the chart.

B. Discuss the meaning of each PROJECT OBJECTIVE.

C. List ways that the suggested activities might be structured to facilitate each project objective.

D. Discuss the kinds of in-service activities that you feel would be helpful in meeting your school's objectives.

10:30 - 11:00 Group Sharing (total staff)

Group representatives will report briefly on items A - D. The principal will lead a discussion to set total staff priorities for 1976-77 in-service programs.

11:00 - 11:30 Evaluation of Field Trips (staff)

Discuss your school's system for scheduling field trips and the need for planning field trips according to specific objectives. Consider the possibility of working out a master schedule for field trips.

11:30 - 12:00 Role of the Curriculum Specialist (staff)

Consider ways the curriculum specialist and counselor could serve your faculty more effectively next year.

To the teacher:
Check (✓) the appropriate block to show which objective has been met by each activity. Make additional notations only if you wish to do so.

CAREER BASED CURRICULUM PROJECT
3rd PARTY EVALUATION MONTHLY REPORT

Month ____________________

Name ____________________

Grade Level ____________________

PROJECT OBJECTIVES (for students)

ACTIVITIES	a. self awareness	b. awareness of jobs in Union County	c. inter-dependence of workers	d. positive attitude toward work & workers	e. concepts about occupations	f. decision making skills	g. relation of school to work	h. improved interpersonal skills	i. improved work/study skills	j. relate student interests and abilities	k. aware changing world
1. Class discussion											
2. Viewing films, filmstrips, videotapes, etc.											
3. Resource person visiting class											
4. Student interviewing worker outside the classroom											
5. Field trip, visit to work site											
6. Student(s) work with counselor											
7. Role playing											
8. Subject matter tie-in											
9. Student reports											
10. Student interest surveys (hobby day, "show & tell," etc.)											
11. Surveys of community occupations (lists of occupations made from phone calls, visits, family discussion, yellow pages, etc.)											
12. Hands-on exploration											
13. Career games											
14. Making displays, bulletin boards, pictures of tools & workers											

CAREER BASED CURRICULUM PROJECT EVALUATION AND PLANNING WORKSHOP

East Union Middle School

June 16, 1976

8:00 - 12:00

I. Overview - Mr. J. H. McAfee, Principal

II. Evaluation and planning for the incorporation of CBC goals and activities into each subject area
(group meetings)

Lab B	Lab C	Lab D	Lab E
Mims	Helms	Hood	Williams
Hargett	L. Williams	Joyner	Stegall
Emehel	Crissman	Smith	Mills
B. Forsythe	Sutton	Spruill	Griffin
Hicks	Ritt	Perry	Pick
Martin	Gaddy	Johnson	McGee
Hemby	Massey		

III. Evaluation and planning for the scheduling of field trips and resource persons - Betty Stegall

IV. Planning for the effective use of the curriculum specialist - Annie Emehel

V. Compiling recommendations for the kinds of in-service workshops needed next year - Judith Perry

VI. Indicating the kinds of instructional materials needed to further implement CBC objectives - Jean Pick

VII. Discussion of plans for the handling of visitors who come to observe the incorporation of career education concepts into the curriculum - Wayne Smith

VIII. Other

CAREER BASED CURRICULUM PROJECT EVALUATION AND PLANNING WORKSHOP

Parkwood Middle School

June 17, 1976

8:30 - 12:30

I. Overview - Mr. Robert McCain, Principal

II. Evaluation and planning for the incorporation of CBC goals and activities into each subject area

III. Evaluation and planning for the scheduling of field trips and resource persons.

IV. Planning for the effective use of the curriculum specialist

V. Compiling recommendations for the kinds of in-service workshops needed next year.

VI. Indicating the kinds of instructional materials needed to further implement CBC objectives.

VII. Discussion of plans for the handling of visitors who come to observe the incorporation of career education concepts into the curriculum

VIII. Other

8:30 - 9:30	Mr. Robert McCain, Principal, Total Staff
9:30 - 9:50	Small groups Tour of the Career Exploration Labs
9:50 - 10:10	Tour of the Career Exploration Labs
10:10 - 10:30	Tour of the Career Exploration Labs
10:30 - 10:50	Tour of the Career Exploration Labs
10:50 - 11:00	Break
11:00 - 12:30	Mr. McCain Small groups in the Media Center

Lab B

Agri-Business
Natural Resources
Environmental Control
Marine Science
Transportation

Kitten Moser
Penny Springer
Dorothy Herlocker
Joan Walden
Ann Alston
Tammy Bucy

Lab C

Health Occupations
Personal Services
Consumer and Homemaking
Hospatility and Recreation

Martha Richards
Judy Griffin
Kathy Davis
Nancy Clark
John Brown
Julias McDonald

Lab D

Business & Office
Distribution & Marketing
Communications & Media

Brenda Forsythe
Teresa Crider
Barbara Cook
Pat Clontz
Cecelia Newkirk
Greg Faris

Lab E

Construction
Manufacturing
Public Services

George Wilson
Grace Faris
Kay Starnes
Rita Newell
Betty Ballard
Nancy Mills

For touring the Labs rotate in this manner:

Lab C	→	Lab D	→	Lab B	→	Lab E
Richards		Forsythe		Moser		Wilson

CBC PLANNING WORKSHOP

Forest Hills, Parkwood, Piedmont and Sun Valley High Schools

June 16, 1976

8:00-8:15	Overview (Principal) The purpose of this work session is to evaluate the effect of the CBC Project on the total school program and to recommend and plan future activities for the project.
8:15-9:00	Subject Area Brainstorming Sessions (Small Groups) A. Evaluate the effect of the CBC Project on individual subject areas. B. List ways to further correlate subject area objectives with career education objectives.
9:00-9:30	Sharing (Total Staff) Small group representatives will share ideas from the brainstorming sessions with the total group.*
9:30-9:45	Break
9:45-10:30	Subject Area Discussions of Kinds of In-service Activities and Instructional Materials Needed (Small Groups) A. Discuss the kinds of in-service activities that would be helpful in meeting the career education objectives of each area. B. Indicate the kinds of instructional materials that are needed in each area to further implement career education objectives.
10:30-11:00	Sharing (Total Staff) Small group representatives will report briefly to the total group.* The principal will lead a discussion to set total staff priorities for 1976-77 in-service programs.
11:00-11:30	Evaluation of Field Trips (Total Staff) Discuss your school's system for scheduling field trips and the need for planning field trips according to specific objectives. Consider the possibility of formulating a master schedule for field trips.
11:30-12:00	Role of the Secondary Curriculum Specialist (Total Staff) Consider ways the curriculum specialist could serve the faculty more effectively next year.

*Small group representatives should leave their notes with the principal, who will send them to Karen Williams.

UNION COUNTY CAREER CENTER
STAFF DEVELOPMENT WORKSHOP
June 21 -- June 25
INSTRUCTIONAL MEDIA CENTER

Monday	- June 21	9:00	- Welcome - C. Billy Tyson
			- Introductions
			- Remarks - B. Paul Hammack
			- Remarks - Gail Latham
			- Remarks - Linwood Ward
		10:00	- Break
		10:30	- Overview of the Workshop
			- Organization of groups for Philosophy and Objectives
		12:00	- Lunch
		1:00	- Group Work Philosophy Objectives
		4:00	- Adjournment
Tuesday	- June 22	8:30	- Review of Philosophy and Objectives (Total Staff)
		9:15	- Overview of Policy Needs
			- Group Organization
		9:45	- Break
		10:00	- Group Work Faculty Policies Student Policies
		12:00	- Lunch
		1:00	- Group Work Faculty Policies Student Policies
		2:30	- Break
		2:45	- Review of Faculty and Student Policies (Total Staff)
		3:30	- Adjournment
Wednesday	- June 23	8:30	- Career Based Curriculum Project Report Gail Latham Karen Williams
		9:15	- Media Center Services Carolyn Braswell
		10:00	- Introduction to Performance Objectives
		12:00	- Lunch
		1:00	- Instructors working with SDPI Consultants on designing performance objectives for courses of study.
			- Committee working on final draft of philosophy and objectives
		3:30	- Adjournment

Thursday - June 24
8:30 - Instructors working with SDPI Consultants on designing performance objectives for courses of study.
12:00 - Lunch
1:00 - Guidance Services
  Bobbie Brown
  Emily Hardy
1:45 - Adjourn to Career Center
2:15 - Tour Career Center
3:30 - Adjournment

Friday - June 25
8:30 - Review Philosophy and Objectives
- Review Faculty and Student Policies
- Distribution and review of SACS materials
10:00 - Break
10:30 - Preview materials on hand
12:00 - Lunch
1:00 - Preview materials on hand
- Evaluation of the Workshop
3:30 - Adjournment

PRINCIPAL-COUNSELOR WORKSHOP
June 29-30, 1976
Media Center

Tuesday - June 29 -	9:00 A.M.	Overview - Mrs. Myrna Hilton Remarks - Dr. B. Paul Hammack Mrs. Gail Latham
	9:30 A.M.	Panel on LIFE CAREER DEVELOPMENT Workshop
	10:00 A.M.	Middle School Counselor Activity
	10:30 A.M.	Break
	10:45 A.M.	LIFE CAREER DEVELOPMENT Activity and Assessment
	12:00 Noon	Lunch
	1:00	Strategies for Implementing Priorities
	3:00	Sharing Session
Wednesday - June 30 -	9:00 A.M.	Counselor's role, assignments, and activities by Grade Level
	9:45 A.M.	Effect of Total School Staff on Counselor Activities
	10:30 A.M.	Break
	10:40 A.M.	Sharing Session on Working Relationships
	11:00 A.M.	In-Service Planning on Personal Development for Students
	12:00 Noon	Lunch
	1:00	The Explorer Program (BSA) - Gary Beus
	1:45	Recommendations for Meaningful Exploratory Experiences
		Break
	2:15	Health Education - Tru' Barna
	3:00	Wrap-up of Workshop

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MEMO TO: All CBC Project Principals and Interested Central Office Staff Members

FROM: Gail Latham, Director, Career Based Curriculum Project

SUBJECT: Third-Party Evaluation Report

DATE: July 28, 1976

On Monday, August 2, 1976, Dr. Joseph R. Clary of the third-party evaluation team will be visiting in Union County for the purpose of presenting an overview of the second year findings, conclusions, and recommendations for the CBC Project.

Project school principals and interested central office staff members are invited to meet with him at 2:00 p.m. in the Media Center.

Thank you for your attention to this matter.

GL/rth

"UNION COUNTY - UNITED FOR EDUCATION"

Career Education Sharing Workshop

August 10, 1976
Union County Schools' Media Center
8:30 - 10:30 a.m.

Purpose: To share ideas about successful career education teaching practices

Welcome . . . . Gail Latham

Overview of Project . . . . . Career Based Curriculum Project Staff
- Gail Latham, Director
- Kate Faulkner, Elementary and Middle School Curriculum Specialist
- Karen Williams, Secondary Curriculum Specialist

Sharing and Discussion
- Doris L. Outen, Grade 4, Unionville Elementary
- Susan H. Birch, Grade K-1, Unionville Elementary
- Eleanor H. Niven, Grade 4, Waxhaw Elementary
- Mary K. Simpson, Grade 1, Waxhaw Elementary
- Myzelle S. Fletcher, Grade 5, Wingate Elementary
- Linda G. Trull, Grade 1, Wingate Elementary
- Anna Lee P. Howey, Resource, Indian Trail Elementary
- Laurie Travis, Counselor, Unionville and Wingate Elementary
- Jerry W. Underwood, Grade 3, Wingate Elementary
- Gladys L. Hinson, Grade 4, Wingate Elementary

Description of Services . . . . Kate Faulkner

Distribution of Materials

Workshop Participants:
- Mr. Bobby N. Shearon, Principal, Fairview Elementary
- Mr. Vance O. Johnson, Principal, Hemby Bridge Elementary
- Mr. William H. Walters, Principal, Marshville Elementary
- Mr. Henry R. Morgan, Principal, New Salem Elementary
- Dr. Jacob C. Blackwood, Principal, Prospect Elementary
- Mr. Paul J. Matheson, Principal, Shiloh Elementary
- Mr. Thomas F. Roberts, Principal, Union Elementary
- Miss Mary Frances Tyson, Principal, Wesley Chapel Elementary
- Mr. R. F. Bolden, Principal, Western Union Elementary

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MEMO TO: Mr. J. E. Hogan, Principal, Forest Hills High School
Mr. O. Frank Davenport, Principal, Parkwood High School
Mr. Robert R. McRae, Principal, Piedmont High School
Mr. Joseph R. Gilliard, Principal, Sun Valley High School

FROM: Gail Latham, Director, Career Based Curriculum Project

SUBJECT: Third Party Evaluation Report to Teachers

DATE: August 13, 1976

Thank you for making arrangements for Dr. Joseph R. Clary to visit your high school for a review of the Third Party Evaluation Report on Tuesday, August 17, 1976. The schedule for his visit is as follows:

8:30--9:15	Sun Valley High School
9:45--10:30	Parkwood High School
11:00--11:45	Dr. Hammack and Staff
1:00--1:45	Forest Hills High School
2:15--3:00	Piedmont High School

Please instruct all faculty members to be present for this meeting.

Thank you, also, for agreeing to have an overhead projector and screen set up for his presentation.

I shall look forward to seeing you Tuesday.

cc: Dr. B. Paul Hammack
Mr. L. J. Gann
Mr. Linwood Ward

SYMPOSIUM ON CAREER OPPORTUNITIES IN UNION COUNTY

August 18, 1976

8:30 a.m.	Piedmont High	Parkwood Middle	Sun Valley	Career Center
10:30 a.m.	Forest Hills	Parkwood High		East Union
	William Crawford Personnel Manager Springs Mills Dwight Mays Director of Personnel MaLeck Industries Ray Chambers Personnel Manager Central Soya Frank Wright Group Personnel Dir. Belk Hunley Stores Arma Lee Hinson Supervisor of Employee Relations Eaton Corporation Lock and Hardward Div. Monroe Plant	William Lewis Region Procurement Mgr. Armour Food Co. Lewis C. Williams Plant Manager Rabestos Manhattan, Inc Larry McGinnis Administrative Assist. County Government Bill Temple Vice President Alisa, Inc. Simon Wentz Operations Supervisor American Telephone & Telegraph Clegg E. Sell, Jr. Vice President American Bank & Trust Company	John Williams Personnel Manager Holly Farms, Monroe Joe Medlin Industrial Relations Manager Teledyne Allvac Wade Broome Assistant City Mgr. Monroe, N. C. John Van Chaney Operations Manager Charlotte Plastics Robert Sietman Personnel Manager Singer Co.	Kenneth Steele President Steele Electric Co., Inc. Carole Williams Art Supervisor Acme Nameplate & Mfg. Donald Bjorlin President Union Memorial Hospital Henry West Personnel Director Dickerson, Inc. Ed Austin Instructor, Data Processing Wingate Jr. College

SYMPOSIUM ON CAREER OPPORTUNITIES IN UNION COUNTY

August 18, 1976
1:00--3:30 p.m.
Sun Valley High School

Gail F. Latham, Director, Career Based Curriculum Project
Welcome

Edith E. Perry, Chairman, Union County Board of Education
Opening Remarks

Brenda A. Forsythe, Teacher, Career Exploration Lab D: Business and Office, Distribution and Marketing, Communications and Media, Parkwood Middle School
Interaction of School and Community in Career Education

Sarah D. Hemby, Teacher, Mathematics, East Union Middle School
Incorporation of Career Information into the Mathematics Curriculum

Myrtle Kiker, Teacher, Honors English, Union County Career Center
Incorporation of Career Information into the English Curriculum

L. J. Gann, Administrative Assistant, Union County Schools
Career Development, K—14

Sydney Armstrong, Labor Market Analyst, Charlotte Employment Security Commission
Overview of Job Opportunities in this Area

Joe Davis, Manager, Monroe Employment Security Commision
Services of the Employment Security Commission

Gwendolyn S. Baucom, Counselor, Forest Hills High School
Counselor's Role in Career Development

Nat Greene, Executive Director, Union County Industrial Commission
Industrial Development in Union County

Special thanks to Mr. Ron Gilliard and faculty of Sun Valley High School for hosting this meeting!

CBC Project Staff

Gail F. Latham, Director
Karen Williams, Secondary Curriculum Specialist
Kate A. Faulkner, Elementary and Middle School Curriculum Specialist

UNION COUNTY SCHOOLS

GENERAL TEACHERS MEETING

August 20, 1976

Welcome	B. Paul Hammack
Invocation	Gwendolyn S. Baucom
Special Music	Sarah Smith
Recognition of Members of Board of Education	B. Paul Hammack
North Carolina Association of Educators	Mary B. (Jo) Conway
Association of Classroom Teachers	Samuel N. Baker
Teacher of the Year	Alice B. Coleman
Remarks	Edie Perry
Presentation of Speaker	B. Paul Hammack
Speaker	Dr. Betty Lentz Siegel
Refreshments	Union County Unit of NCAE
Grade Level and Subject Area Meeting	Teachers and Staff

Career Based Curriculum Project

Orientation for New Teachers
Elementary and Middle School Level

September 7, 1976

3:00 P.M.

Welcome and Review of the Project

Elementary Component	Gail Latham
Middle School Component	Kate Faulkner
Secondary Component	Karen Williams

Participants:

Patricia L. Waddell, Grade 2, Indian Trail Elementary
Phyllis P. Mabry, Grade 1, Indian Trail Elementary
Hattie Sanders, Grade 1, Indian Trail Elementary
Patricia Edney, Grade 2, Indian Trail Elementary
Linda Vaughn, Grade 2, Indian Trail Elementary
Janice D. Barber, Grade 2, Unionville Elementary
Lynda Olive, Grade 2, Unionville Elementary
Carolyn Sloop, Kindergarten, Unionville Elementary
Jane Finch, Grade 1, Unionville Elementary
Grady V. Swicegood, Grade 5, Unionville Elementary
Katherine D. Davis, Grade 2-3, Waxhaw Elementary
Mae F. Crawford, Kindergarten, Waxhaw Elementary
Debra E. Richardson, Grade 4, Waxhaw Elementary
Manetta W. Miller, Reading, Wingate Elementary
Barbara D. Faulkenberry, Grade 2-3, Wingate Elementary
Joslyn Williams Allen, Grade 6, East Union Middle School
Beth E. Utz, Resource, East Union Middle School
Marianna M. Folger, Music, East Union Middle School
J. Carl Rohleder, Band, East Union Middle School
Verlene B. Dewitt, Grade 6, East Union Middle School
Carol Brown, Grade 8, LA/SS, Parkwood Middle School
Rita Floyd, Grade 7, LA/SS, Parkwood Middle School
Nancy Clark, Grade 6, Physical Education, Parkwood Middle School

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CBC Project Schools:

Elementary: Wingate, Waxhaw, Unionville, and Indian Trail
Middle Schools: East Union and Parkwood
High Schools: Parkwood, Piedmont, Forest Hills, and Sun Valley

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5

MEMO TO: All CBC Project Principals and Teachers Who Have Been Selected for the CBC Project In-Service Planning Committee

FROM: Gail F. Latham, Director, Career Based Curriculum Project

SUBJECT: Committee Meeting Date

DATE: September 29, 1976

Thank you for agreeing to serve on the CBC Project In-Service Planning Committee. The committee will meet on October 5 from 3:30 to 5:30 p.m. in the Media Center at the courthouse. The purpose of this committee is to establish in-service priorities for the CBC Project. The basic framework for establishing these priorities will include the following points of consideration:

1. needs indicated by the Third Party Evaluation Report
2. in-service needs expressed by teachers at the June 16 planning and evaluation workshops
3. suggestions and directives from Miss Ellen Lyles, Program Officer, USOE, Atlanta
4. suggestions from Dr. Hammack and other staff members
5. interests expressed by outside sources
6. any other considerations that you believe to be of importance.

All in-service activities that are planned should, of course, relate directly to the goals of the project.

Enclosed you will find information relative to the above topics which I would like for you to consider prior to this committee meeting. If you have any questions please feel free to call me at 289-5511, Ext. 218 or 324. I look forward to working with you.

GFL/rth

Enclosure

cc: Dr. B. Paul Hammack
Mr. L. J. Gann
Mr. Bill W. Stegall
Mrs. Myrna Hilton
Mr. Linwood Ward

Career Based Curriculum Project

Orientation for New Teachers

Secondary Level

September 13, 1976

3:30 P.M.

Introductions and Welcome

Review of the CBC Project . . . . Gail Latham

Elementary and Middle School Components . . . . Kate Faulkner

Secondary Component . . . . Karen Williams

Participants:

Madeline Little, Reading, Parkwood High School
Frederick D. Slade, Guidance, Parkwood High School
Virginia S. Kendrick, Math, Parkwood High School
Bebra A. Guin, Home Economics, Parkwood High School
Cynthia F. Bennett, English/Social Studies, Parkwood High School
Anna Kay Whitley, Business, Parkwood High School
Jack C. Rohleder, Band, Forest Hills High School
Barbara J. Cox, English, Forest Hills High School
Nancy Davenport, English, Forest Hills High School
Brenda B. Tyson, Guidance, Piedmont High School
Jack D. Bruschi, Social Studies, Piedmont High School
Jerry B. Simpson, Agriculture, Piedmont High School
Kim C. Lee, Science, Piedmont High School
Patti S. Hall, Library, Piedmont High School
Leslie J. Howie, Math, Piedmont High School
Sunel Shearon, English, Piedmont High School
Hersey H. Hipps, Social Studies, Sun Valley High School
William J. Sullivan, Guidance, Sun Valley High School
Anne H. Knight, Art, Sun Valley High School
C. Don Moore, Science & P.E., Sun Valley High School
L. C. Hudson, English, Sun Valley High School
Bobby Emerson, Maintenance Services, Union County Career Center
James Gupton, Electricity and Electronics, Union County Career Center
Sam Parker, Cosmetology, Union County Career Center
Milton L. Simpson, Graphic Arts, Union County Career Center
Wilburn P. Wellmon, Building Construction, Union County Career Center
Dan Plummer, Air Conditioning, Heating & Refrigeration, Union County Career Center

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CBC Project Staff:

Gail Latham, Director
Kate Faulkner, Elementary and Middle School Curriculum Specialist
Karen Williams, Secondary Curriculum Specialist

Career Based Curriculum Project

In-Service Planning Committee Meeting

October 5, 1976
3:30 - 5:30 p.m.

I. Review of Input and Current Plans

II. Establishing Priorities (Elementary, Middle, and High School Planning Sessions)

III. Reporting and Evaluation

Workshop Participants:

Mr. Charles Williams, Principal, Wingate Elementary School
Mrs. Myzelle Fletcher, Grade 5, Wingate Elementary
Mr. David Armitage, Principal, Waxhaw Elementary School
Mrs. Gwendolyn Pittman, Grade 5, Waxhaw Elementary School
Mr. Fred High, Principal, Unionville Elementary School
Mrs. Doris Outen, Grade 4, Unionville Elementary School
Mr. George Miller, Principal, Indian Trail Elementary School
Mrs. Linda Corbett, Counselor, Indian Trail Elementary School
Mr. Robert McCain, Principal, Parkwood Middle School
Mrs. Brenda Forsythe, Career Exploration, Parkwood Middle School
Mr. J. H. McAfee, Principal, East Union Middle School
Mrs. Lois Williams, Grade 7, East Union Middle School
Mr. J. E. Hogan, Principal, Forest Hills High School
Mr. Charles Perry, Distributive Education, Forest Hills High School
Mr. Robert McRae, Principal, Piedmont High School
Mr. Jake Caudill, Agriculture, Piedmont High School
Mr. Frank Davenport, Principal, Parkwood High School
Mrs. Diane Henry, Science, Parkwood High School
Mr. Ron Gilliard, Sun Valley High School
Miss Pat Hedden, English and Journalism, Sun Valley High School
Mr. Billy Tyson, Principal, Union County Career Center
Mrs. Bobbie Brown, Counselor, Union County Career Center

CBC Project Staff:

Mrs. Gail Latham, Director
Mrs. Kate Faulkner, Elementary and Middle School Curriculum Specialist
Mrs. Karen Williams, Secondary Curriculum Specialist

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MEMO TO: Dr. Dick Schumacher, Mr. Eugene Causby, Dr. Lee Grier, and Mr. Dudley Flood, State Department of Public Instruction

FROM: Gail F. Latham, Director, Career Based Curriculum Project

SUBJECT: Self-Awareness and Self-Concept Development Workshops

DATE: September 17, 1976

Several counselors from Union County, Myrna Hilton, and I attended the Life and Career Development Workshop at Meredith College last June. Our plans as a result of this workshop were that we would develop a program for all teachers in the county on self-awareness and self-concept development. The program is a cooperative endeavor sponsored by the career education project with which I am involved, our local department of pupil personnel services, and the general instructional program. Its structure includes three phases in which we hope to involve outstanding personalities in the field of human relations and pupil personnel services:

1. A keynote address by Dr. Betty Siegel at the countywide teachers meeting;
2. Two-hour, in-service sessions under the direction of selected persons in the State Department of Public Instruction; and
3. Follow-up sessions with teachers to be directed by local counselors.

We are most interested in your becoming involved with phase #2 of this plan. This would mean that you would direct a two-hour workshop for interested teachers and counselors in grades K-5. Principal and counselor input concerning this session indicated that it should be activity-oriented, giving teachers samples of self-exploration activities appropriate to different subject areas, and that it involve group work rather than a great deal of lecture.

Through Thelma Lennon and Sue Canaday, I have received several dates as possibilities for your conducting one of these sessions. If at all possible, I hope that you will reserve the afternoon of Thursday, October 28, from 3:00 to 5:00 p.m. for working in Union County. The number of teachers who will be involved has not yet been determined. We hope to survey teacher interest as soon as all the dates have been confirmed.

I look forward to meeting with you and other staff members on Monday, October 11, 1976, at 1:00 p.m. to review plans for these sessions.

cc: Mrs. Myrna H. Hilton
Mr. Bill Stegall
Dr. B. Paul Hammack

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MEMO TO: All Elementary Professional Personnel of the Forest Hills District

FROM: Bill W. Stegall, Director of Instruction
Myrna H. Hilton, Director of Pupil Personnel Services
Gail F. Latham, Director, Career Based Curriculum Project

SUBJECT: Workshop on Self-Awareness and Self-Concept Development

DATE: October 14, 1976

A joint effort has been initiated by the directors of the general instructional program, the department of Pupil Personnel Services, and the Career Based Curriculum Project to sponsor a series of workshops for all teachers in the county on the topic of self-awareness and self-concept development. We believe that a child's achievement in school is very closely related to his perception of himself and his own abilities.

Mr. Dudley Flood, Assistant State Superintendent, Human Relations and Student Affairs Area, State Department of Public Instruction, has graciously agreed to conduct a workshop on self-awareness and self-concept development at Wingate Elementary on October 28, 1976, from 2:30 to 5:00 p.m. We wish that this workshop could have been arranged for the October 29 workday, but this was not possible because of Mr. Flood's schedule. Nonetheless, we are truly grateful that he has agreed to come to Union County for this purpose and feel that the program should be quite beneficial to those who participate.

Mr. Flood has indicated that the workshop will be activity-oriented and that he plans to give examples of development activities which may be integrated with the academic studies. The role of decision-making in developing the confidence and maturity of the individual will also be explored.

Teachers, counselors, media specialists, principals, aides, and tutors from Wingate, Union, and Marshville Elementary are invited to attend this workshop. You may indicate your interest by signing the rostrum circulated by your principal.

BWS:MHH:GFL/rth

"UNION COUNTY - UNITED FOR EDUCATION"

Self-Awareness and Self-Concept Development
Workshop Outline

Dudley E. Flood, Consultant

October 28, 1976

2:30 - 5:00 p. m.

Forest Hills District

I. Getting To Know One Another
II. Understanding Self and Others
III. Self Actualization
IV. Dealing With Values

DUDLEY E. FLOOD
Assistant State Superintendent for
Human Relations and Student Affairs

N. C. Department of Public Instruction
Raleigh, North Carolina

PROFESSIONAL BACKGROUND

Teacher, grades 1-12; coach, basketball and football; principal, grades 1-12; director of the Division of Human Relations of the North Carolina State Department of Public Instruction. Made presentations on human relations topics in 30 states.

FORMAL EDUCATION

A.B. in Social Studies; M.A. in School Administration; presently engaged in advanced study in School Administration.

FORMER CIVIC AFFILIATIONS

Board member - Red Cross, United Fund, Mental Health Association, Boys Clubs of America, Boy Scouts, Drug Action, National PTA, and others.

PRESENT AFFILIATIONS INCLUDE

Life Member, National PTA and 15 State PTA's; Life Member, National Education Association; Member, Horace Mann League; North Carolina Association of Educators; American Association of School Administrators; Phi Delta Kappa; Kappa Delta Pi and others.

Married to the former Barbara Thomas of Burlington

Self-Awareness and Self Concept Development
Workshop Participants

October 28, 1976
2:30 -- 5:00 p.m.

Forest Hills District

Mr. Dudley Flood, Consultant

Laurie Travis, Counselor	Wingate
Marian Hume, Teacher, Gr. 5	Wingate
Helen Carelock, Teacher, Gr. 2	Marshville
Lillian Giles, Teacher, Gr. 5	Wingate
Betty Barnes, Teacher, Gr. 1 & 2	Wingate
Nancy Richardson, Teacher, Gr. 1	Wingate
Ann Thomas, Teacher, Gr. 4	Wingate
Sandra Stanley, Teacher, Gr. 1	Wingate
Catherine Bower, Teacher, Gr. 3	Wingate
Cathy Kiser, Resource Teacher	Wingate
Linda Trull, Teacher, Gr. 1	Wingate
Sara Matthews, Teacher, Gr. 3	Wingate
Ruth Ann Williams, Teacher, Music	Wingate
Myzelle Fletcher, Teacher, Gr. 5	Wingate
Patricia Dendy, Librarian	Wingate
Karen Myers, Teacher, Kindergarten	Wingate
Doris Williams, Teacher, Kindergarten	Wingate
Alice Coleman, Librarian	Marshville
Jerry Underwood, Teacher, Gr. 3	Wingate
Yvonne Hood, Kindergarten Aide	Wingate
Wanda Simmons, Resource Teacher	Marshville
Jessica Smith, Teacher, Kindergarten	Wingate
Gail Rushing, Teacher, Gr. 5	Marshville
Helen Moser, Teacher, Gr. 2	Wingate
Mable Mills, Resource Teacher	Wingate
William H. Walters, Principal	Marshville
Jacksie Maye, Teacher, Gr. 4	Wingate
Manetta Miller, Teacher, Title I Reading	Wingate
Barbara Faulkenberry, Teacher, Gr. 2	Wingate
Rebecca Medlin, Teacher, Gr. 2	Wingate
Gladys L. Hinson, Teacher, Gr. 4	Wingate
Charles Ray Williams, Principal	Wingate
Kate Faulkner, Curriculum Specialist	CBC Project

SCHOOL: Forest Hills High
School District

SELF AWARENESS WORKSHOP EVALUATION

October 28, 1976

Please record your evaluation of this workshop by checking the appropriate column.

	Very Successful	Successful	Somewhat Successful	Somewhat Unsuccessful	Unsuccessful
A. Appropriateness of content	100 %				
B. Style and clarity of presentation	100 %				
C. Correlation of content with your teaching objectives	91%	9%			
D. Freedom from cultural, sexual, or racial bias.	100 %				

COMMENTS: ______________________________

COMMENTS

1. Very enjoyable.
2. Very excellent.
3. Excellent.
4. Outstanding presentation!
5. This was the most interesting workshop I have attended. There was not a dull moment.
6. Meaningful 2 hours. I'll think of these things later.
7. I needed to know how Mr. Flood applied his knowledge and my needs were met.
8. Well done and enlightening.
9. Great! The best we have had!
10. Very worthwhile.
11. Excellent!
12. Excellent!
13. Thank you for your helping me to feel better about myself and understand my relationship to others.
14. Very informative!
15. Highly motivating!
16. Excellent.
17. I enjoyed the workshop very much.
18. Very interesting!
19. I enjoyed the workshop very much.
20. Very worthwhile.

Self-Awareness and Self-Concept Development Workshop Outline

Richard R. Schumacher, Consultant

October 28, 1976

2:30 - 5:00 p. m.

Parkwood District

I. Behaviors Characteristic of a Positive Self Image

II. Assessment of Class Climate

III. The Role of the Parent in Developing Self Concept

IV. Dealing with Disabilities

V. Dealing with Values

VI. Listening for Feelings

RICHARD ROBERT SCHUMACHER

RICHARD ROBERT SCHUMACHER

Address
3704 Arrowood Drive
Raleigh, North Carolina 27604
Bus. Telephone (919) 829-4398
Res. Telephone (919) 872-0774

Born: July 14, 1941 Married Two Children Excellent Health

job objective

Counselor educator or Pupil Personnel Services Director of state or city system.

educational experience
967-1974

University of Virginia, Ed. D. Counselor Education,
Elementary School Guidance Services Emphasis, 1974
Northern State College, M. S. Counselor Education, 1968
Northern State College, B.A. Sociology, 1967

974-75

Full-time consultant for elementary guidance services, Division of Pupil Personnel Services, Department of Public Instruction, Raleigh, North Carolina. Consulting services include: in-service training for elementary, junior high, and secondary counselors, school psychologists, school social workers, school health workers, and school principals; staff development activities for local education agencies; staff development for counselor educators, pre-service workshops for parents. Staff development includes demonstration and facilitation of total Pupil Personnel Services concept as well as specific skills in group processes, assessment procedures, developmental guidance procedures and programs, communication skills, career development and implementation of career awareness programs (K-12), family and teacher discussion group dynamics, and program management and evaluation procedures.

Certified School Psychologist III.

Adjunct professor - North Carolina State University
Teaching graduate courses in elementary school guidance and consulting.

Evaluator for Federal Title III Innovative Programs, and Southern Association Teams in North Carolina.

Committee member for H.E.W. · Non-discriminating assessment guidelines.

Representative to the National Institute of Education regarding program planning for career development.

Representative to the Agency of Instructional Television regarding career education progress, self concept formulation, and teacher affective training.

Guest professor and lecturer at University of North Carolina-Chapel Hill, University of North Carolina - Greensboro, Appalachian State University, East Carolina University, Western Carolina University.

1972-74 Full-time graduate student at the University of Virginia.

Area of Specialization: Elementary School Guidance Services.

Dissertation Title: The influence of differential group composition on the effectiveness of group counseling with second, third, fourth, and fifth grade male children.

Supporting Areas of Study: Educational psychology and Special education.

Graduate Assistantships;
1972-73 - Supervisor, Advanced Field Practicum; elementary school counselors.
1973-74 - Supervisor, Advanced Field Practicum; elementary, secondary, higher education, and agency counselors.

Graduate Research Assistant:
1972-73 - Title III E.S.E.A. project.

Graduate Instructor:
Education 107G, Career Development
Education 115, Guidance in the Elementary School
Education 116, Theory and Practice of Guidance
Education 217, Information Services
Education 231, Group Counseling Procedures

School of Continuing Education, University of Virginia.

1968	Master of Science degree, Counselor Education, Northern State College, Aberdeen, South Dakota.
1967	Bachelor of Arts degree, Northern State College, Aberdeen, South Dakota. Senior class president, L. S. A. president, sociology club president, student senate, homecoming marshall, Blue Key Honorary Fraternity.
ounseling experience 969-72	Director of Area Counseling for four school systems, Bowdle, South Dakota. Job description included: implementation of a guidance and counseling program for K-12 in four separate school districts. Inclusive in the job description was individual counseling, group counseling, group guidance, teacher-parent consulting and coordination of total services in guidance and related fields. Served as school psychologist for state of South Dakota.
	Visitation counselor for twelve elementary schools in Grand Forks, North Dakota. Primary responsibilities included: individual counseling, group counseling, parent consultation, teacher consultation, coordination of services and psychological evaluation. Served as team member with psychologists, speech therapists, curriculum supervisors, and Director of Special Education.
ther working xperience	Sales representative for John Deere Company, Syracuse, New York. Served in the area of farm implements and industrial equipment.
military xperience 959-62	United States Air Force. Served in Minot, North Dakota and Adana, Turkey. Honorable discharge, 1962. Highest grade held: A1C.
arly ackground	Born and raised in Eureka, South Dakota as eldest of four children. Attended public schools for twelve years. Graduated from high school in 1959. Earned letters in football and music. Father is retired farmer and is currently a member of board of directors of an insurance company and president of local school board. Mother is housewife.
kills and interests	Command of and fluency in spoken German. Enjoy flying, athletics, hunting, fishing, camping, and swimming.

professional affiliations and contributions

1) American Personnel and Guidance Association
2) American School Counselor Association
3) National Vocational Guidance Association
4) Southern Association for Counselor Educators and Supervisors
5) North Carolina Association for Counselor Educators and Supervisors
6) North Carolina School Counselor Association
7) North Carolina Personnel and Guidance Association
8) Phi Delta Kappa

publications

Schumacher, R.R., A summer diagnostic clinic, The Guidance Clinic, 1971, 12-14.

Schumacher, R.R., The pupil personnel team concept in the elementary school, The Virginia Personnel & Guidance Journal, Vol. 3, No. 1. Spring 1975.

Schumacher, R.R., Elementary school guidance: An interdisciplinary model, The Tar-Heel Principal, 1975.

Schumacher, R.R., Parent-discussion groups: Relevance in today's school, The Tar-Heel Principal, 1975 (in-print).

Schumacher, R.R., Teacher-discussion groups: A team approach, The Tar-Heel Principal, 1975 (in-print).

references

Dr. William H. Van Hoose, Professor of Education and Department Chairman, University of Virginia (Major Advisor)
Dr. Richard L. Beard, Professor of Education, University of Virginia
Dr. Clayton D. Lewis, Assistant Professor of Education, University of Virginia
Dr. Richard Lear, Assistant Professor of Education University of Virginia
Mr. Dudley Flood, Assistant State Superintendent for Human Relations and Student Affairs, State Department of Public Instruction, Raleigh, North Carolina
Mrs. Thelma Lennon, Director, Division of Pupil Personnel Services, State Department of Public Instruction, Raleigh, North Carolina.

Self-Awareness and Self-Concept Development
Workshop Participants

October 28, 1976
2:30 -- 5:00 p.m.

Parkwood District

Dr. Dick Schumacher, Consultant

J. D. Armitage, Principal	Waxhaw
Margaret Swicegood, Teacher, Kindergarten	Western Union
Linda Hamilton, Teacher, Gr. 1	Western Union
Diane Powell, Teacher, Kindergarten	Western Union
Audrey Tyson, Resource Teacher	Western Union
Elizabeth Thomas, Teacher, Gr. 1	Western Union
Linda Baucom, Teacher, Gr. 2 & 3	Western Union
Thomas Perry, Teacher, Gr. 4	Western Union
Sylvia Hayes, Teacher, Gr. 4	Western Union
Eulalie Buff, Teacher, Gr. 5	Western Union
Jo Nell McCain, Helping Teacher	Reading
David G. Barnes, Teacher, Gr. 4	Waxhaw
Eleanor H. Niven, Teacher, Gr. 4 & 5	Waxhaw
Linda Corbett, Counselor	Waxhaw
Patsy Price, Teacher, Gr. 5	Prospect
Faire Funderburk, Speech Therapist	Waxhaw
Dorothy R. Rosser, Resource Teacher	Waxhaw
Catherine M. Heath, Teacher, Gr. 5	Waxhaw
Gwen B. Pittman, Teacher, Gr. 5	Waxhaw
Elizabeth Stanfield, Teacher, Kindergarten	Waxhaw
Marianne B. Vandawalker, Teacher, Reading	Waxhaw
Debra Richardson, Teacher, Gr. 4	Waxhaw
Mary K. Simpson, Teacher, Gr. 1	Waxhaw
Frances Thompson, Teacher, Gr. 2	Waxhaw
Tommie H. Brockmann, Teacher, Gr. 2	Waxhaw
Helen M. Hood, Teacher, Gr. 3	Waxhaw
Katherine D. Davis, Teacher, Gr. 3	Waxhaw
Mae Crawford, Teacher, Kindergarten	Waxhaw
Margaret Hemby, Kindergarten Aide	Waxhaw
Alice L. Carter, Teacher, Gr. 1	Waxhaw
Doris Buchanan, Teacher, Gr. 2	Waxhaw
Jeanne R. Bryant, Teacher, Gr. 1	Waxhaw
Myrna Hilton, Director	Pupil Personnel Services

SCHOOL: Parkwood District

SELF AWARENESS WORKSHOP EVALUATION

October 28, 1976

Please record your evaluation of this workshop by checking the appropriate column.

	Very Successful	Successful	Somewhat Successful	Somewhat Unsuccessful	Unsuccessful
A. Appropriateness of content	81%	12%	7%		
B. Style and clarity of presentation	92%	8%			
C. Correlation of content with your teaching objectives	69%	27%		4%	
D. Freedom from cultural, sexual, or racial bias.	81%	12%	7%		

COMMENTS: ______________________________

COMMENTS

1. Thought provoking-some very good points, but accountability by parents rather frightening-would the medical profession be expected to "account" for every treatment they gave. It is sad to think that the relationship between parents and teachers has reached such an impasse and that confidence has gone.
2. Very good.
3. Wish more in-depth.
4. Dr. Schumacher briefly touched on a number of aspects of values that we need to remind ourselves are important and gave us a few ideas--just what we needed to "get started" again on the right track in our teaching methods. I enjoyed it.
5. Enjoyed it.
6. I thoroughly enjoyed it. My regret is that time was too short. Hopefully another workshop of this type can be arranged very soon.
7. Would enjoy a longer session.
8. A longer workshop in this type would be very beneficial.
9. The topic of the workshop was very appropriate, the presentation was very direct, but I felt somewhat "put down" as a teacher because of the generalizations that were made.
10. Very good.
11. Many ideas were eye-opening and could be readily applied to the classroom. Thanks!

Self-Awareness and Self-Concept Development
Workshop Outline

Dr. Lee Grier, Consultant

October 26, 1976

2:30 - 5:00 p. m.

Sun Valley District

I. Definition of Self Concept

II. Characteristics of Those Who Have Positive Self Concepts

III. Ways of Promoting Positive Self Concept Development in Children

IV. Discussion of Bibliography Concerning Self Concept

V. "Johnny Lingo" -- a Film Illustrating the Building of a Positive Self Concept

BIOGRAPHICAL INFORMATION

NAME: Dr. Lee Wendell Grier
(Born May 1, 1939 in Scranton, Pennsylvania)

BUSINESS ADDRESS: State Department of Public Instruction
Division of Human Relations
Room 122, Education Building
Raleigh, North Carolina 27611

Educational Background:

A.B.A. Baltimore Junior College (1960)
B.A. High Point College (1964)
M.Ed. University of North Carolina, Greensboro (1968)
Ed.D. Duke University (1971)
Other Study - University of California, Berkeley
Wake Forest University

Professional Background:

1957-1960 Athletic Director, Boys' Clubs of Baltimore

1964-1967 Teacher, Winston-Salem

1966-1969 Member, North Carolina Education Association's State Committee for Professional Rights and Responsibilities

1967-1969 Assistant Principal, Winston-Salem

1969-1971 Member, American Historical Associations' Southern Regional Team of the History Education Project. This five man team was established to improve the teaching of history and social studies.

1971-1973 Taught undergraduate course at St. Augustine's College and graduate course at North Carolina State University

1973 Special consultant to Fairfax County, Virginia Public Schools in the area of Human Relations

1971-1973 Program Specialist at the General Assistance Center for Educational Development

1973 to Present - Director, Division of Human Relations and Student Affairs

Professional Organizations:

North Carolina Association of Educators

National Council for the Social Studies

Kappa Delta Pi

Association for Supervision and Curriculum Development

Association for Humanistic Psychology

Self-Awareness and Self-Concept Development Workshop Participants

October 28, 1976
2:30 -- 5:00 p.m.

Sun Valley District

Dr. Lee Grier, Consultant

Frances F. Klutz, Teacher, Gr. 1	Indian Trail
Nancy Bemis, Teacher, Gr. 2	Indian Trail
Jackie Clark, Teacher, Gr. 3	Indian Trail
Pat Edney, Teacher, Gr. 2	Indian Trail
Linda Vaughn, Teacher, Gr. 2	Indian Trail
Alice Hester, Teacher, Gr. 5	Indian Trail
Alice Latta, Teacher, Gr. 3	Indian Trail
Mary Sipe, Teacher, Gr. 2	Indian Trail
Anna Lee P. Howey, Resource Teacher	Indian Trail
Kenneth Thompson, Teacher, Gr. 3	Indian Trail
Hattie Sanders, Teacher, Gr. 1	Indian Trail
Xyzomenia C. Sims, Resource Teacher	Shiloh
Margie Taylor, Teacher, Kindergarten	Indian Trail
Helen Tracy, Library Aide	Shiloh
Brenda Payne, Teacher, Gr. 5	Shiloh
Kay Goodwin, Teacher, Gr. 3	Shiloh
Judith Dunkle, Teacher, Gr. 1	Shiloh
Phyllis Mabry, Teacher, Gr. 1	Indian Trail
George Miller, Principal	Indian Trail
Paul Matheson, Principal	Shiloh
Gene Swedish, Teacher, Kindergarten	Wesley Chapel
Kathy Allred, Teacher, Kindergarten	Wesley Chapel
Nancy Forward, Teacher, Gr. 1	Wesley Chapel
Frances Tyson, Principal	Wesley Chapel
Karen Williams, Curriculum Specialist	CBC Project

SCHOOL: Sun Valley District

SELF AWARENESS WORKSHOP EVALUATION

October 28, 1976

Please record your evaluation of this workshop by checking the appropriate column.

	Very Successful	Successful	Somewhat Successful	Somewhat Unsuccessful	Unsuccessful
A. Appropriateness of content	82%	18%			
B. Style and clarity of presentation	88%	12%			
C. Correlation of content with your teaching objectives	76%	24%			
D. Freedom from cultural, sexual, or racial bias.	76%	24%			

COMMENTS:

COMMENTS

1. I throughly enjoyed the workshop. I did benefit from it.
2. A very successful afternoon--Great!
3. Thoroughly enjoyed--very relevant for teaching.
4. Good, interesting speaker.
5. I am doing a Masters Project on Self-Concept and reading and found this so helpful!
6. This was a very interesting workshop.
7. Very well presented--and very interesting!
8. Outstanding!
9. Enjoyable and entertaining.
10. I think that the workshop was interesting, I could relate to the topics of discussion.
11. I enjoyed the workshop very much.

Self-Awareness and Self-Concept Development
Workshop Outline

Edward Eugene Gausby, Consultant

October 28, 1976

2:30 - 5:00 p. m.

Piedmont District

I. Dealing Positively with People

II. Dealing with Change

III. Building on Strengths

IV. Information Systems

V. Decision Making

BIOGRAPHICAL SKETCH - GENE CAUSBY

January 15, 1976

Born Morganton, North Carolina, in 1932
Graduate of Morganton High School
Catawba College - B. A.
East Carolina University - M. E.

1957-59	Teacher and coach, Boyden High School, Salisbury, NC
1960-65	Athletic Director and Head Football Coach at Goldsboro High School, Goldsboro, NC 1963 - Coach of the Year in Eastern 4A Conference 1964 - East-West All Star Game Coach 1964 - Shrine Bowl Game Coach
1965-67	Principal, Goldsboro Junior High School, Goldsboro
1967-69	Administrative Assistant, Goldsboro City Schools
1969-71	Associate Director, Division of Human Relations, State Department of Public Instruction
1970	Member National PTA Board
Presently:	Assistant Superintendent for Personnel Relations and Public Affairs, State Department of Public Instruction, Raleigh, NC
Children:	Mrs. Kathy Miller, 21 Stan, 18 Gary, 12 Jill, 11
Wife:	Mary Ellen

Self-Awareness and Self-Concept Development Workshop Participants

October 28, 1976
2:30 -- 5:00 p.m.

Piedmont District

Mr. Gene Causby, Consultant

Fred L. High, Principal	Unionville
Marian Dowdee, Teacher, Gr. 3	Unionville
Louise Black, Teacher, Gr. 4	Unionville
Barbara Price, Teacher, Gr. 1 & 2	Fairview
Linda Goodyear, Kindergarten Aide	Fairview
Terry Gravitte, Teacher, Gr. 1	Fairview
Lanna Thomas, Teacher, Gr. 5	Fairview
Peggy Funderburk, Library Aide	Fairview
Jo VanArsdol, Teacher, Gr. 1	Unionville
Susan Hyatt, Teacher, Gr. 2	Unionville
Ruthellen VanBlon, Teacher, Gr. 2	Unionville
Linda Dennis, Resource Teacher	Unionville
Judy G. Bowling, Helping Teacher	Reading
Gail Latham, Director	CBC Project
Joan M. York, Teacher, Gr. 4 & 5	Fairview
Diane Craven, Teacher, Gr. 3	Fairview
Sandra Monts, Resource Teacher	Fairview
Vinis McDaniel, Teacher, Kindergarten	Fairview
Louise Baucom, Reading Aide	Fairview
Marlene Simpson, Teacher, Gr. 3 & 4	Fairview
Dot Price, Kindergarten Aide	Unionville
Carolyn Sloop, Teacher, Kindergarten	Unionville
Elnora M. Cook, Teacher, Kindergarten	Unionville
Nancy H. Smith, Teacher, Gr. 3	New Salem
Ruth B. Reese, Resource Teacher	New Salem
Mary Ellen Conley, Teacher, Kindergarten	New Salem
Juanita Napier, Teacher, Gr. 1 & 2	New Salem
Rachel T. Helms, Teacher, Kindergarten	Fairview
Sallie Hasty, Librarian	Unionville
Lynda Olive, Teacher, Gr. 2	Unionville
Janice Barber, Teacher, Gr. 2	Unionville
Patsy Fowler, Teacher, Gr. 3	Unionville
Susan Maclin, Reading Aide	Fairview
Doris Morgan, Teacher, Gr. 2	Fairview
Grady Swicegood, Teacher, Gr. 5	Unionville
Deb Crook, Teacher, Gr. 1	Unionville
Susan Birch, Teacher, Kindergarten & 1	Unionville
Anita Simpson, Teacher, Kindergarten	Unionville
Peggy McLean, Teacher, Gr. 5	Unionville
Starlette McCollum, Teacher, Gr. 1	Unionville
Wanda Medlin, Teacher, Gr. 5	Unionville
Doris Outen, Teacher, Gr. 4	Unionville
Marilyn Williams, Teacher, Gr. 4	Unionville
Jane Finch, Teacher, Gr. 1	Unionville
Petrovia Evans, Teacher, Gr. 3	Unionville
Bobby Shearon, Principal	Fairview
Bill W. Stegall, Director of Instruction	Central Office

SCHOOL: Piedmont High School
District

SELF AWARENESS WORKSHOP EVALUATION

October 28, 1976

Please record your evaluation of this workshop by checking the appropriate column.

	Very Successful	Successful	Somewhat Successful	Somewhat Unsuccessful	Unsuccessful
A. Appropriateness of content	88%	12%			
B. Style and clarity of presentation	93%	7%			
C. Correlation of content with your teaching objectives	93%	7%			
D. Freedom from cultural, sexual, or racial bias.	91%	9%			

COMMENTS: ______________________________

COMMENTS

1. Great!
2. "To the point" presentation, committed ideas espressed, my attitude has changed.
3. I believed this workshop to be a very interesting an meaningful workshop. The speaker did as excellent job getting information across and explaining ideas and opinions.
4. If a teacher would just put herself in her childs shoes some things would never be said. I try to think about how I would feel if the principal spoke to me in a teacher meeting the way I speak to my children. The workshop was super!
5. Excellent speaker--helped me open my eyes to my mistakes and to look at everyone for their positve points.
6. He is a wonderful speaker with a great deal of concern for people.
7. I look forward to attending similar workshops. Please schedule speaker in the near future.
8. Fantastic! Hit on many things that have bothered me lately. I'm sure my classroom (children) will benefit!
9. Very enjoyable and informative.
10. I really enjoyed this workshop. This was the first one that I have attended since I am new assistant teacher.
11. Very enjoyable!
12. Very interesting and meaningful!
13. Excellent--time of day may indicate lack of interest.
14. I thoroughly enjoyed Mr. Causby. He seemed to have a genuine interest and love for people. I think his comments were certainly relevant to teachers.
15. Very entertaining and informative.
16. If this had been the first workshop on this type of interest it would have been most interesting, but I have had many classes covering the same sort of content.
17. It was very enjoyable and just good. Not a dull moment.
18. Helpful and enjoyed it.
19. Enjoyed presentation and attitude of speaker--very refreshing.
20. Very enjoyable.
21. Great!
22. Very enjoyable. I wish more teachers and parents could hear his presentation.
23. I wish more of us could listen to more positive speakers more often.
24. This presentation was superb from beginning to end. Wish this could have been recorded. I will remember this and even try to do better and understand others more.
25. Never a dull moment listening to Mr. Causby, such a fine speaker. I got a lot of help from him.
26. Fantastic! I think I'll be a better teacher. I need this each year.
27. Excellent presentation.
28. Beneficial/like getting your battery recharged!
29. I throughly enjoyed the workshop. I believed it to be well worthwhile-- Very "inspirational"
30. Excellent speaker--time went by "almost" too quickly. Made me take a good look at myself and determine to do a better job.
31. Incredible that a man and subject could mean so much to improve and heighten my desire to accomplish more as a person as well as a teacher.

October 29, 1976

Mr. Gene Causby
Asst. Supt. For Personnel Relations & Public Affairs
State Department of Public Instruction
Raleigh, North Carolina 27611

Dear Gene:

It was a real pleasure and rewarding experience to have you lead our C. B. C. Workshop on Thursday afternoon relative to "Self Awareness." Your presentation was so very appropriate and contributed so much to our program.

Several teachers would like to have a copy of the poem that you used in closing. If you would be so kind as to send me one, I will see that each teacher gets a duplicated copy.

Thank you very much for all you fine services.

Cordially,

Fred L. High, Principal

FLH/jp

cc: Dr. B. Paul Hammack, Supt.
Mrs. Gail Latham, CBC Director

School ______________________

CBC PROJECT TOURS

Nat Greene, Executive Vice President of the Chamber of Commerce, has agreed to make arrangements for education tours of industries and businesses on the October 29 teacher workday. Please indicate below whether you would like to participate in these tours and your recommendations for type of industry.

NAME	YES	NO	UNDECIDED	TYPE OF INDUSTRY

UNION COUNTY BOARD OF EDUCATION

P. O. BOX 499 289-4523
MONROE, NORTH CAROLINA 28110

B. PAUL HAMMACK
Superintendent

EDITH E. PERRY
Chairman
LEROY RUSHING
Vice-Chairman
NAT GREENE
BILL F. HOWIE
ERVIN L. MASSEY

MEMO TO: Industrial Tour Participants

FROM: CBC Project Staff and Nat Greene, Executive Director, Union County Industrial Commission

SUBJECT: Industrial Tours

DATE: October 14, 1976

We need your immediate response to the survey listed below. As you know, October 29 will be the day CBC Project participants visit some of the local industries. Arrangements will be made for you to visit the industries of your choice if sufficient numbers are interested.

Please mark your three choices of tours and return this form to the CBC Project office by October 20. We will be in touch with you before the 29th with a detailed schedule.

Alisa--Ladies Sweaters

Acme--Metal Nameplates

Eaton Corporation--Door Closers

Trophy Nuts--Nuts

Teledyne--Nickel Base Super Alloys

Charlotte Plastics--Plastic Pipe and Fittings

Rock City Packaging--Cardboard Boxes

Kendrick--Brick

Springs--Knitted Fabrics

Central Soya--Poultry Products

Armour--Poultry Products

Dickerson, Inc.--Construction

Myers Dairy--Dairy

UNION COUNTY BOARD OF EDUCATION
P. O. BOX 499 289-4523
MONROE, NORTH CAROLINA 28110

B. PAUL HAMMACK
Superintendent

EDITH E. PERRY
Chairman
LEROY RUSHING
Vice-Chairman
NAT GREENE
BILL F. HOWIE
ERVIN L. MASSEY

MEMO TO: Participants in the October 29 Industrial Tours

FROM: CBC Staff and Nat Greene, Executive Director, Union County Industrial Commission

SUBJECT: Tour Schedule

DATE: October 26, 1976

Printed on the following pages is the schedule that has been established for the October 29 industrial tours. We would like for each teacher to follow the schedule as closely as possible; it has been worked out in consideration of the convenience and interests of both industry and education.

Teachers who wish may meet in the Board Room of the Chamber of Commerce at 8:30 a.m. and between sessions to pool for rides and receive directions. Please be sure to arrive promptly at each tour site.

Attendance at three of the scheduled tours will insure the receipt of three and one-half class hours of cumulative credit. Following the tours, please complete the attached evaluation form and return by courier to the CBC office.

GL;KW;KF;NG/rth

Attachments

TIME: 9:00 a.m.

INDUSTRY: Acme Nameplate

LOCATION: Acme Drive, Monroe
Going from Monroe to Wingate on US 74, Acme Drive is on the left before you get to the Eaton Plant--about half way up the hill from Richardson Creek.

CONTACT PERSON: Bill Geer

Bobbie Brown
Barbara Hughes
Sarah Lowry
M. M. Jackson
Jerry Smith
Betty Barnes

Myzelle Fletcher
Bonnie Whitley
Dorothy Price
Elnora Cook
Bill Sullivan
Jacksie Maye

TIME: 9:00 a.m.

INDUSTRY: Alisa (Waxhaw)

LOCATION: Waxhaw, NC
On right as you drive into Waxhaw from Monroe on NC 75

CONTACT PERSON: Bill Temple

Peggy McLean
Sallie Hasty
Doris Outen
Petrovia Evans
Anita Simpson
Louis Faquin

Billy Tyson
Wanda Medlin
Mary K. Simpson
Lillian Giles
Pat Faquin

TIME: 9:00 a.m.

INDUSTRY: Myers Dairy

LOCATION: Olive Branch Road
Mr. Greene or Mr. Myers will direct those who do not know the way from the Chamber of Commerce at 8:30.

CONTACT PERSON: Harry Myers

Louise Black
Laurie Travis
Janice Barber
Jo VanArsdol
Ruthellen VanBlon
Janie Lunsford
Dorothy Rosser

Helen Moser
Karen Myers
Doris Williams
Susan Hyatt
Minnie Lou Huneycutt
Charlotte Ostwalt
Judy Pence

TIME: 9:00 a.m.

INDUSTRY: Eaton Corporation, Monroe Plant

LOCATION: 74 East, Wingate
On right going toward Wingate from Monore

CONTACT PERSON: Larry Johnson

Myrtle Kiker
W. P. Wellman
Susan Helton
Gwen Baucom
Virginia Griffin
Gwendolyn Pittman
Catherine Heath
Marian Hume
Gladys Hinson
Jerry Simpson
Jake Caudill

L. C. Hudson
Martha Richards
Caroline Moser
George Wilson
Brenda Forsythe
Margaret Hood
Betty Stegall
Polly Gaddy
Judy Perry
Linda Lybrand
Karen Richardson

TIME: 11:00 a.m.

INDUSTRY: Springs Mills Inc.

LOCATION: Stitt Street, Monroe, NC
From Monroe, turn right off of Walkup Ave. onto Secrest Ave., then left onto Stitt Street.

From Wingate, turn right off US 74 (just beyond Eaton) onto Secrest Ave., then right onto Stitt Street.

Springs Mills is about the second building on the right.

CONTACT PERSON: W. E. Crawford

Doris Outen
Anita Simpson
Louis Faquin
Pat Faquin
Minnie Lou Huneycutt
Jerry Smith
Virginia Griffin
Mary Simpson
Marian Hume

Gladys Hinson
Gwen Baucom
L. C. Hudson
Betty Stegall
Polly Gaddy
Judy Perry
Karen Richardson
Lynda Lybrand

TIME: 11:00 a.m.

INDUSTRY: Trophy Brand Nuts Inc.

LOCATION: Stouts Road, Monroe, NC
On Stouts Road between Sun Valley High School and US 74, near railroad tracks

CONTACT PERSON: Mike Woyhan

Jo VanArsdol
Ruthellen VanBlon
Sarah Lowry
M. M. Jackson
Bill Sullivan
Gwendolyn Pittman

Catherine Heath
Karen Myers
Betty Barnes
Doris Williams
Myzelle Fletcher
Susan Hyatt

TIME: 11:00 a.m.

INDUSTRY: Dickerson, Inc.

LOCATION: Charlotte Avenue (Old Monroe Road)
On the left going out of Monroe toward Sun Valley High School

CONTACT PERSON: Leon Simon

Bobbie Brown
Myrtle Kiker
W. P. Wellman
Susan Helton
Jerry Simpson
Jake Caudill
Janie Lunsford
Dorothy Rosser
Helen Moser
Margaret Hood
Lillian Giles
Jacksie Maye
Barbara Hughes
Brenda Forsythe
Caroline Moser
Martha Richards
George Wilson

TIME: 11:00 a.m.

INDUSTRY: Eaton Corporation, Monroe Plant

LOCATION: 74 East, Wingate
On right going toward Wingate from Monroe

CONTACT PERSON: Larry Johnson

Peggy McLean
Sallie Hasty
Wanda Medlin
Dorothy Price
Elnora Cook
Billy Tyson
Bonnie Whitley
Louise Black
Laurie Travis
Janice Barber
Petrovia Evans
Judy Pence
Charlotte Ostwalt

LUNCH: 12:30 - 1:30 (on your own)

TIME: 2:00 p.m.

INDUSTRY: Alisa (Monroe)

LOCATION: 915 Curtis Street, Monroe
Take Windsor St. (east) past Union Supply Co., turn right onto Lee St., then left on Curtis. Alisa is on the left.

CONTACT PERSON: Bill Temple

Bobbie Brown
Minnie Lou Huneycutt
Jacksie Maye
W. P. Wellman
Sarah Lowry
M. M. Jackson
Jerry Simpson
Jake Caudill
Janie Lunsford
Gwen Baucom
Helen Moser

Karen Myers
Betty Barnes
Doris Williams
Myzelle Fletcher
Margaret Hood
Betty Stegall
Polly Gaddy
Judy Perry
Karen Richardson
Linda Lybrand

TIME: 2:00 p.m.

INDUSTRY: Kendrick Brick
Division of Boren Clay Products Co.

LOCATION: Charlotte Highway
On left going toward Charlotte on US 74; about 4 miles from Monroe.

CONTACT PERSON: Clegg Furr

Myrtle Kiker
Jo VanArsdol
Petrovia Evans
Dorothy Price
Elnora Cook
Dorothy Rosser
Marian Hume

Gladys Hinson
Ruthellen VanBlon
Susan Hyatt
L. C. Hudson
Charlotte Ostwalt
Judy Pence

TIME: 2:00 p.m.

INDUSTRY: Teledyne Allvac

LOCATION: 2020 Ashcraft, Monroe, NC
From Roosevelt Blvd. (US 74), take Walkup Avenue to first stop light, turn right onto Sutherland Avenue, bear left onto Ashcraft Avenue, Teledyne Allvac is on the right.

CONTACT PERSON: John Brattain

Billy Tyson
Peggy McLean
Sallie Hasty
Wanda Medlin
Bill Sullivan
Susan Helton
Jerry Smith

Gwendolyn Pittman
Catherine Heath
Lillian Giles
Caroline Moser
George Wilson
Martha Richards
Brenda Forsythe

TIME: 2:00 p.m.

INDUSTRY: Trophy Brand Nuts

LOCATION: Stouts Road, Monroe, NC
On Stouts Road Between Sun Valley High School and US 74, near railroad tracks

CONTACT PERSON: Richard Carter

Doris Outen
Anita Simpson
Pat Faquin
Virginia Griffin
Mary K. Simpson

Louise Black
Laurie Travis
Janice Barber
Bonnie Whitley
Barbara Hughes

EVALUATION OF OCTOBER 29 CBC TOURS

Name____________________ School______________ Subject or Grade__________

Please complete the following items for each industry toured.

Name of Industry__________________________ Time of Tour_______________

Occupations Observed____

Would this be an appropriate tour site for your class?________

Did you talk with any possible resource persons?________

Which of the following concepts could best be illustrated at this work site or through a resource person from this work site?

- _____interdependence of workers
- _____positive attitude toward all workers
- _____decision-making and planning skills
- _____relationship of academic skills to work situations
- _____interpersonal relationships
- _____characteristics of successful work behavior
- _____personal, social, and career values
- _____personal fulfillment and social responsibility

What academic skills seem to be needed most in this field?__________________

Name of Industry__________________________ Time of Tour_______________

Occupations Observed____

Would this be an appropriate tour site for your class?________

Did you talk with any possible resource persons?________

Which of the following concepts could best be illustrated at this work site or through a resource person from this work site?

- _____interdependence of workers
- _____positive attitude toward all workers
- _____decision-making and planning skills
- _____relationship of academic skills to work situations
- _____interpersonal relationships
- _____characteristics of successful work behavior
- _____personal, social, and career values
- _____personal fulfillment and social responsibility

What academic skills seem to be needed most in this field?__________________

Name of Industry__________________________ Time of Tour_______________

Occupations Observed____

Would this be an appropriate tour site for your class?________

Did you talk with any possible resource persons?________

Which of the following concepts could best be illustrated at this work site or through a resource person from this work site?

- _____interdependence of workers
- _____positive attitude toward all workers
- _____decision-making and planning skills
- _____relationships of academic skills to work situations
- _____interpersonal relationships
- _____characteristics of successful work behavior
- _____personal, social, and career values
- _____personal fulfillment and social responsibility

What academic skills seem to be needed most in this field?__________________

Would you like to visit other industries?________ If so, which ones?______________

INDUSTRIAL TOURS

OCTOBER 29, 1976

61 Professional personnel from CBC Project schools participated in the industrial tours scheduled for October 29, 1976.

51% of the tour sites were judged appropriate for class tours.

85% of the participants made contact with possible class resource persons at the tour site.

Percentages of participants perceiving tour sites to illustrate the following concepts:

71%	interdependence of workers
66%	positive attitude toward all workers
58%	decision-making and planning skills
44%	relationship of academic skills to work situations
50%	interpersonal relationships
68%	characteristics of successful work behavior
47%	personal, social, and career values
35%	personal fulfillment and social responsibility

34 Participants expressed interest in additional tours of industries.

UNION COUNTY BOARD OF EDUCATION
P. O. BOX 499 289-4323
MONROE, NORTH CAROLINA 28110

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MEMO TO: All Teachers and Principals of the following Schools: Fairview, Hemby Bridge, Marshville, New Salem, Piedmont Middle, Prospect, Shiloh, Sun Valley Middle, Union, Wesley Chapel, and Western Union

FROM: James H. McAfee, George L. Miller, Robert L. McCain, Fred L. High, John Armitage, Charles R. Williams, Kate Faulkner, and Gail Latham

SUBJECT: Visitations to Career Based Curriculum Project Schools

DATE: November 2, 1976

The Career Based Curriculum Project was designed to serve as a model to other schools in the state of North Carolina. The intent, also, is that successful career education teaching practices will be shared with other teachers in the county. Objectives of the CBC Project include the following:

1. To increase each child's self awareness, encouraging a positive self concept.
2. To increase the pupil's awareness of the many occupations and job roles within Union County.
3. To increase the child's understanding of the interdependence of members of the community.
4. To develop positive attitudes toward work and workers in all career areas.
5. To increase the pupil's knowledge and understanding of facts and concepts about different occupations.
6. To develop decision making and planning skills.
7. To help pupils understand that school experiences are related to the world of work.
8. To develop interpersonal skills.
9. To develop an understanding of the characteristics of successful work behavior.
10. To help pupils relate personal interests and abilities to various work roles.
11. To develop an awareness that the world of work is constantly changing.

Dr. Hammack has suggested that it would be a good experience for teachers in non-project schools to visit project schools on a one-half day basis to observe the infusion of career education concepts into the total school program. Substitute teachers will be provided from the CBC Project funds. As many as eight teachers from each school may make the visits. Teachers who wish to participate in this visitation program should contact their principal as soon as possible so that he can make final arrangements with the host principal. Project schools open to visitations are: East Union and Parkwood Middle Schools and Indian Trail, Unionville, Waxhaw, and Wingate Elementary Schools.

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ERVIN L. MASSEY

MEMO TO: Mrs. Thelma Lennon
Mr. Gene Causby
Dr. Mary Thomas Burke

FROM: Gail Latham

SUBJECT: Self Awareness Workshops

DATE: November 5, 1976

Bill Stegall, Myrna Hilton, and I are looking forward to your leadership in the November 24 workshops, which have been scheduled as follows:

Thelma Lennon	Forest Hills	8:30 - 10:30 a.m.
Thelma Lennon	Sun Valley	12:00 - 2:00 p.m.
Gene Causby	Piedmont	10:00 - 12:00 noon
Mary Thomas Burke	Parkwood Middle	9:00 - 11:00 a.m.

In order to help us prepare for this event, would you please send or bring with you the following information:

1. a brief autobiographical sketch
2. an outline of your planned workshop agenda

Please remember that we would like to give the teachers examples of activities that can be used in academic settings and that we would like to emphasize the processes of decision making. We hope to help students know more about themselves in relation to possible career choices and avocational activities and feel more confident in pursuing these goals. We feel sure that your contributions will help us to provide a better educational environment for our students.

GFL/rth

cc: Dr. B. Paul Hammack
Mrs. Myrna Hilton
Mr. Bill Stegall

"UNION COUNTY - UNITED FOR EDUCATION"

UNION COUNTY BOARD OF EDUCATION

P. O. BOX 499 289-4523

MONROE, NORTH CAROLINA 28110

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Vice-Chairman
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ERVIN L. MASSEY

MEMO TO: Mr. Billy Tyson, Principal, Union County Career Center and All Career Center Instructors

FROM: Bill W. Stegall, Director of Instruction
Myrna H. Hilton, Director of Pupil Personnel Services
Gail F. Latham, Director, Career Based Curriculum Project

SUBJECT: Self Awareness Workshop

DATE: November 5, 1976

A joint effort has been initiated by the directors of the general instructional program, the department of Pupil Personnel Services, and the Career Based Curriculum Project to sponsor a series of workshops for all teachers in the county on the topic of self-awareness and self-concept development. We believe that a student's achievement in school is very closely related to his perception of himself and his own abilities.

Workshops have been arranged for all secondary and middle school teachers on November 24, 1976, according to the following schedule:

Forest Hills High School - 8:30 - 10:30 a.m.
Thelma Lennon, Director, Division of Pupil Personnel Services, State Department of Public Instruction

Sun Valley High School - 12:00 - 2:00 p.m.
Thelma Lennon

Parkwood Middle School - 9:00 - 11:00 a.m.
Dr. Mary Thomas Burke, Department of Human Development and Learning, UNC-Charlotte

Piedmont High School - 10:00 a.m. - 12:00 noon
Gene Causby, Assistant State Superintendent, Personnel Relations and Public Affairs, State Department of Public Instruction

Professional Personnel of the Career Center are invited to participate in any of the above sessions.

The consultants have indicated that the workshops will be activity-oriented and that they plan to give examples of developmental activities which may be integrated with the academic studies. The role of decision-making in developing the confidence and maturity of the individual will also be explored.

BWS:MHH:GFL/rth

"UNION COUNTY - UNITED FOR EDUCATION"

Self-Awareness and Self-Concept Development Workshop Outline

Edward Eugene Causby, Consultant

November 24, 1976

10:00 a.m. - 12:00 noon

Piedmont District

I. The Importance of Positive Input

II. Beginning with Your Own Attitude

III. Building on Strengths

IV. Learning to Make Decisions

V. Adapting to Change

Self-Awareness and Self-Concept Development Workshop Participants

November 24, 1976

Piedmont District

Mr. Gene Causby, Consultant

Roy Whitaker, Teacher, Biology	Piedmont High
S. Gregg Scott, Teacher, Social Studies	Piedmont High
Patsy Griffin, Teacher, Home Economics	Piedmont High
Edward Griffin, Teacher, Physical Education	Piedmont High
Calvin Dull, Teacher, Driver Education	Piedmont High
Steve Veasey, Teacher, Physical Education	Piedmont High
Tom Poulton, Teacher, Foreign Language	Piedmont High
Cecil Stanley, Resource Teacher	Piedmont High
Marvin Pope, Teacher, Driver Education	Piedmont High
Jack Bruschi, Teacher, Social Studies	Piedmont High
Jane Gaddy, Teacher, Grade 6	Piedmont Middle
Elaine High, Teacher, Math	Piedmont Middle
Pam Carriker, Teacher, Language Arts	Piedmont Middle
Nancy Baucom, Teacher, Language Arts	Piedmont Middle
Minnie Lou Honeycutt, Teacher, Home Economics	Piedmont High
Janie Lunsford, Counselor	Piedmont High
Dona Baucom, Teacher, Office Occupations	Career Center
Gwyn Griffin, Assistant Principal	Piedmont Middle
Wanda Barnes, Teacher, English	Piedmont High
Anne Irwin, Teacher, Science	Piedmont High
Janette Trull, Teacher, English	Piedmont High
Denise Broome, Teacher, Social Studies	Piedmont High
Patti Hall, Librarian	Piedmont High
Kim Lee, Teacher, Physical Science	Piedmont High
Harold Carter, Assistant Principal	Piedmont High
Brenda Tyson, Counselor	Piedmont High
R. K. Harris, Teacher, Science	Piedmont High
Pauline Funderburk, Teacher, Office Occupations	Career Center
Jerry Smith, Teacher, Math	Piedmont High
Susan Helton, Teacher, Math	Piedmont High
Lottie Parker, Teacher, English	Piedmont High
Sunel Shearon, Teacher, English	Piedmont High
Trudy Harris, Teacher, Social Studies	Piedmont High
Joy Smith, Teacher, Math	Piedmont High
Leslie Howie, Teacher, Math	Piedmont High
Jim Hill, Teacher, Band	Piedmont High
Mary Williams, Teacher, Business	Piedmont High
Marion Sievers, Teacher, English	Piedmont High
Bobbie Brown, Counselor	Career Center
Darrah Meggs, Teacher, English	Piedmont High
Lane Parker, Teacher, Power Mechanics	Career Center
Bob McRae, Principal	Piedmont High

SCHOOL: Piedmont District

SELF AWARENESS WORKSHOP EVALUATION

November 24, 1976

Please record your evaluation of this workshop by checking the appropriate column.

	Very Successful	Successful	Somewhat Successful	Somewhat Unsuccessful	Unsuccessful
A. Appropriateness of content	63%	26%	6%	6%	0%
B. Style and clarity of presentation	69%	19%	8%	3%	0%
C. Correlation of content with your teaching objectives	51%	29%	9%	9%	3%
D. Freedom from cultural, sexual, or racial bias.	78%	19%	0%	3%	0%

COMMENTS: ____________________

COMMENTS

1. I thoroughly enjoyed the presentation. It was very interesting and quite enlightening.
2. I thoroughly enjoyed the presentation.
3. I always enjoy this type workshop and feel it's benefical.
4. Gene Causby was so entertaining and really put across his message so well.
5. This was a good presentation.
6. What was said was interesting but I feel that it could have been said in a somewhat shorter length of time.
7. Very interesting examples, but nothing really new. It did stimulate some thought on examining self and self responsibilities.
8. Enjoyed attitude of speaker because it was so real and will help me communicate with students better.
9. Also entertaining.

Self-Awareness and Self-Concept Development
Workshop Outline

Odell A. Watson, Consultant

November 24, 1976

12:00 - 2:00 p.m.

Sun Valley District

I. Introduction

II. Sharing

III. Giving People Focused Attention

IV. Trust (Psychological Safety)

V. Mixed Messages

VI. Ownership of Feelings

VII. Empathy

VIII. Recognizing Uniqueness

IX. Self-Worth

X. Questions and Response

References:

Dorothy Briggs: Your Child's Self Esteem

Virginia Satir: People Making

VITA

Name: Odell Watson

Address: 1000 Plateau Lane, Raleigh, North Carolina 27609

Marital Status: Married, 1 child

EDUCATIONAL BACKGROUND

Elementary and High School - Salisbury City Schools, Salisbury, North Carolina

Undergraduate study at Winston-Salem University, Winston-Salem, North Carolina; Bachelor of Science degree in Elementary Education, 1959

Graduate study at A & T State University, Greensboro, North Carolina; University of North Carolina at Chapel Hill, North Carolina; University of North Carolina at Charlotte, North Carolina, Master of Education, 1971

Extension courses at University of North Carolina at Chapel Hill, North Carolina, North Carolina State University, Raleigh, North Carolina

EDUCATIONAL EXPERIENCE

Six years elementary school teacher: Lincoln Elementary School, Salisbury, North Carolina (1959-1967)

Two years assistant principal and teacher: Lincoln Elementary School, Salisbury, North Carolina (1965-1967)

One year junior-senior high teacher: Price Junior-Senior High School, Salisbury, North Carolina (1967-1968)

One year assistant principal and teacher: Overton Elementary School, Salisbury, North Carolina (1968-1969)

ADMINISTRATIVE EXPERIENCE

Advisory Specialist in Human Relations, Director of In-Service, Salisbury City Schools, Salisbury, North Carolina (1969-1972)

Administrative Assistant for Human Relations, Staff Development; Director of Transportation; Salisbury City Schools, Salisbury, North Carolina (1972 to June, 1973)

Consultant, Division for Exceptional Children, Gifted and Talented Section, State Department of Public Instruction, Raleigh, North Carolina (June 20, 1973 to September 30, 1974)

Assistant Director, Division of Human Relations, State Department of Public Instruction, Raleigh, North Carolina (October 1, 1974 to present)

CONSULTING AND FIELD SERVICES

Consultant to Educational Leadership and Human Relation Center, St. Augustine's College, Raleigh, North Carolina (1969-1972)

Member, State Ad Hoc Committee for the Division for Staff Development, State Department of Public Instruction, Raleigh, North Carolina (1971 - June, 1973)

Member, Board of Governors, North Carolina Advancement School, Winston-Salem, North Carolina (1969-1972)

MEMBERSHIPS IN PROFESSIONAL ORGANIZATIONS

The Council for Exceptional Children

The Association for the Gifted

VOLUNTEER EXPERIENCE

Sunday School Teacher

Church Choir

Boy Scouts of America

Salisbury Jaycees (former member of Board of Directors)

Salisbury-Rowan Juvenile Bureau Advisory Board

Self-Awareness and Self-Concept Development Workshop Participants

November 24, 1976

Sun Valley District

Mr. Odell A. Watson, Consultant

Pat Hedden, Teacher, English	Sun Valley High
Linda Wilber, Counselor	Sun Valley High
James Gupton, Teacher, Electricity & Electronics	Career Center
Myra Helms, Teacher, English & Chorus	Sun Valley High
Kathi Minter, Teacher, Business Education	Sun Valley High
Robert Fulton, Teacher, English	Sun Valley High
Bill Sullivan, Counselor	Sun Valley High
Shellie M. Rollins, Teacher, Biology & Phy. Science	Sun Valley High
Mary Sue Casey, Teacher, Math	Sun Valley High
Elizabeth R. Redfern, Teacher, Learning Disabilities	Sun Valley High
Samuel Baker, Teacher, Math	Sun Valley High
Earl Sechler, Teacher, Social Studies	Sun Valley High
Elizabeth Gore, Teacher, Social Studies	Sun Valley Middle
Lou T. Duncan, Teacher, Math	Sun Valley Middle
Millicent Hodge, Librarian	Sun Valley Middle
Bobbie Parker, Teacher, Math	Sun Valley High
Gail Latham, Director	CBC Project
Cheryl Cassel, Teacher, Social Studies	Sun Valley Middle
DeLane Sells, Teacher, Science	Sun Valley Middle
Gaye Hunter, Teacher, English	Sun Valley Middle
Barbara Deaver, Teacher, Language Arts	Sun Valley Middle
Nita Michael, Teacher, Language Arts	Sun Valley Middle
Linda Hamilton, Teacher, Language Arts & Phy. Ed.	Sun Valley Middle
Lizzie M. Williams, Counselor	Sun Valley Middle
Lois Hayes, Teacher, Reading	Sun Valley High
Ron Gilliard, Principal	Sun Valley High
Bill Stegall, Director of Instruction	Central Office

SCHOOL: Sun Valley District

SELF AWARENESS WORKSHOP EVALUATION

November 24, 1976

Please record your evaluation of this workshop by checking the appropriate column.

	Very Successful	Successful	Somewhat Successful	Somewhat Unsuccessful	Unsuccessful
A. Appropriateness of content	46%	29%	25%	0%	0%
B. Style and clarity of presentation	50%	29%	17%	4%	0%
C. Correlation of content with your teaching objectives	38%	38%	21%	4%	0%
D. Freedom from cultural, sexual, or racial bias.	67%	33%	0%	0%	0%

COMMENTS:

COMMENTS

1. Very well done and, for a change, worthwhile. We need more like this!
2. Very good workshop.
3. Can stick to a schedule better than most without being offensive. Nice, warm, non-threatening personality--I enjoyed learning from him.
4. We all know the key to reaching anyone is undivided attention and making them feel important. What I can't understand is why we spend so much time on so many beautiful theories that do not work with the large numbers of students. Either tell us how to deal iwth large numbers in a practical way, reduce the number or spend the money for more teachers. Everyone acts like this problem does not eixst, and it is the root of most all other problems. Some of the things were things we all need to be reminded of, but it gets terribly frustrating trying to do a good job with so many!
5. If the group could do some role-playing it might make the point more lasting. The sessions need to be extended for time was too short.
6. Very informative; think that this course stressed what I feel--teacher's subject matter is secondary to our other responsibilities--responsibility, care, consideration, etc.
7. Excellent--over-all rating.
8. Would like to see all teachers participate in such a workshop.

Self-Awareness and Self-Concept Development
Workshop Outline

Mary Thomas Burke, Consultant

November 24, 1976

9:00 - 11:00 a.m. 11:30 - 1:30 p.m.

Parkwood and Forest Hills Districts

I. Identifying Problems Students will Face in the Future

II. Identifying Qualities Students will Need to Face Problems of the Future

III. Conditions that Build Self Concept

    A. Trust
    B. Being Non-Judgmental
    C. Being Cherished
    D. Owning Feelings
    E. Empathy
    F. Unique Growth

IV. Ways of Structuring Time

V. Qualities of High Self Esteem

VI. Setting Realistic Goals

COLLEGE OF HUMAN DEVELOPEMENT AND LEARNING

The University of North Carolina

at

Charlotte

Professional Data

for

Mary Thomas Burke

Professor of Human Development and Learning

I. Personal Data

Date of Birth: November 28,1930, Westport, County Mayo, Ireland
Daughter of Thomas and Anne Burke

Entered Sacred Heart Convent, Belmont, North Carolina
Professed: August, 1954

Address:
Sacred Heart Convent
Belmont, North Carolina 28012

II. Formal Education

1958 B.A., Belmont Abbey College, Belmont, North Carolina (Social Science, Math)

1962 John Carroll University, Cleveland, Ohio (Math)

1965 M.A., Georgetown University, Washington D.C. (Modern European and Renaissance History)

1968 Ph.D., University of North Carolina, Chapel Hill (Counseling and Guidance, Higher Education, Secondary Education, European History)

III. Chronology of Teaching, Study, and Administrative Experience

1970 - 1975	Associate Professor of Human Development and Learning, University of North Carolina at Charlotte
1969 - 1970	Chairman and Associate Professor, Education Department, Sacred Heart College, Belmont, North Carolina. Lecturer in Education (Part-time), The University of North Carolina at Charlotte.
1967 - 1969	Academic Dean, Sacred Heart College, Belmont, North Carolina. Associate Professon of Humanities, Sacred Heart College.
1965 - 1967	Study and Research, University of North Carolina, Chapel Hill.
1963 - 1965	Instructor in Humanities, Sacred Heart College, Belmont, North Carolina (Summer Sessions)
1958 -1964	Instructor in Math, History, and French at Our Lady of Mercy and Charlotte Catholic High School, Charlotte, North Carolina.
1960 - 1964	Guidance Counselor and Director of Guidance, Our Lady of Mercy and Charlotte Catholic High School, Charlotte, North Carolina.
1952 - 1958	Instructor: Elementary and Junior High Schools, Charlotte, Salisbury, New York.

IV. Foreign Travel and Study

Summer 1953	France, Germany, and Italy
Summer 1958	British Isles
Summer 1963	Ireland
Winter 1965	Carribean Islands: Haita, Jamaica, Puerto Rico, Virgin Islands
Winter 1966	Guyana, South America

Summer 1968	Ireland
Summer 1970	England
Summer 1971	British Isles
Fall 1973	Hawaii, Tokyo, Bangkok, Kuala Lumpur, Taiwan and Hong Kong
Summer 1974	Ireland
Summer 1975	England and Ireland

V. Professional Activities

1972 - 1976	Chairman of the State Advisory Council on Pupil Personnel Services
1973 - 1976	Member of the Executive Committee, North Carolina Personnel and Guidance Association
1974 - 1976	Member of the Program Committee, State Conference, North Carolina Guidance Association
1975	Chairman of the Nominating Committee, North Carolina Association of Counselor Educators and Supervisors
1974 - 1976	State Representative, National Catholic Guidance Association
1975 - 1976	Member of the Resolutions Committee, North Carolina Personnel and Guidance Association
1973 - 1976	Member of the Board of Education for Catholic Schools, Diocese of Charlotte
1975 - 1976	Secretary of the Human Relations Committee of North Carolina Personnel Guidance Association
	Member of the State Committee for the Implementation of Guidelines in Counselor Education
1975 - 1978	Member of the Editorial Board of the North Carolina Personnel and Guidance Journal
1973 - 1975	Member of the Executive Committee for the revision of the State Guidelines for Counselor Education
1973 - 1974	President of the Metrolina Chapter, North Carolina Personnel and Guidance Association

1972 - 1973	President-Elect of the Metrolina Chapter, North Carolina Personnel and Guidance Association
1962 - 1968	Member of the Board of Directors, National Catholic Guidance Association
1962 - 1964	President of the Catholic Guidance Council, Diocese of Raleigh

VI. Papers, Consultation, and Conferences

1975:	Paper presented at the Charlotte Chapter of the International Management Council: "Management's Responsibility to Employees"
1975:	Paper presented at the North Carolina Student Government Association Conference: "Seven Major Leadership Styles"
1975:	Workshop for the State Conference of Child Development Centers, Charlotte, NC: "Parent-Child Relationships: Where Can Professionals Help?"
1974- 1975	Workshops on "Relationships", Myers Park Presbyterian Church
1974 - 1975	Consultant on Southern Association Accreditation, Charlotte Latin School
1975	Consultant on Southern Association Re-Accreditation Salem Acadamy, Winston-Salem, NC
1975	Two-day workshop for faculty, staff, and students at Central Cabarrus High School, Concord, NC
1974 - 1976	Coordinator of the LIVE Program, a series of twenty-four lectures presented to the Junior League of Charlotte. Presenter of four of these lectures
1974	Paper entitled "Relationships: Can We Remove Our Masks", Population, Human Sexuality and You; presented at Population Workshops and published by Urban Studies, UNCC
1975	Paper entitled: "Relationships: How Can We Be Real" Presented at Population Workshop, 1975
1975	Workshop on Volunteer Service for Provisional Members of Junior League

1975: Paper entitled: "Personnel: Trainers Responsibility to Employees" presented at the Southern Regional Conference of Belk-Liggett Store Personnel Trainers

1975: "The Role of Women in Ministry" -a paper presented to the St. Andrews Methodist Womans's Day Conference

1975: "How Can We Implement the New Guidelines for Counselor Education?" Member of a panel presentation to the North Carolina Counselor Educators Annual Meeting

1975: Business and Professional Women's Club, Charlotte, NC (Speaker)

1975: Paper: "Introduction to Transactional Analysis" submitted for the North Carolina Personnel and Guidance Convention Program, Raleigh, NC

1975: Consultant, Carlisle School, Martinsville, VA

1972 - 1975: Consultant, Planned Parenthood of Greater Charlotte

1970 - 1975: Consultant, Junior League of Charlotte

1970 - 1975: Consultant, Drug Education Center

1970 - 1975: Consultant, Open House Counseling Service

1972 - 1973: Human Relations Consultant, New Hanover County Schools, Wilmington, NC

1973 - 1974: Consultant, Open House, Family Crisis Team

1973 - 1974: Consultant for Southern Association Accreditation, Charlotte Catholic High School

1972 - 1974: Consultant, Red Cross Training Programs

1972 - 1974: Consultant, Juvenile Court System

1973 - 1974: Consultant to the East Asian Conference of American Schools Overseas. Papers presented in Bangkok:

(1) " The Why of Drugs Among Todays Youth"
(2) "Group Process: Pro and Con"
(3) "The Value Vacuum: How Can This be Eliminated"

Papers presented in Kuala Lumpur, Malaysia:

(1) "Interpersonal Relationships and their Importance in our Lives"

	(2) "Mans Basic Needs: How Are These Met?" (3) "Values and Their Importance in Our Lives" (4) "Humanizing Our Schools" (5) "Listening to Children"
	Keynote Speaker at Conference in Taiwan. Papers presented there included: (1) "Creative Response to the Needs of Today's Youth" (2) "Changing Values and Today's Teachers" (3) "Personal Growth Through Interpersonal Relationships"
1973 - 1974	NC Social Service Conference, Hickory, NC "Man's Basic Needs: How Are These Met?"
	Charlotte Catholic Diocesan Teachers' Conference Belmont, NC "Counseling and Testing in our Schools: Are these Relevant?"
1974:	Paper presented--Catholic Youth Conference, Charlotte, NC "Parent-student Relationships"
1974:	Paper presented--Interfaith Youth Conference, Monroe NC "Personal Growth Through Interpersonal Relationships
1974:	Paper presented--Jewish Youth Conference Temple Irsael, Charlotte, NC "Responding to The Needs of Youth"
1974:	Paper presented--Business and Professional Woman's Conference, Charlotte, NC "Relationships: Can These Fill Our Needs?"
1974:	Paper presented--Woman's Conference on Soviet Jewery, Charlotte, NC "Contributions of Jewish People to Mankind"
1971 - 1974	Consultant, Union County Schools
1969 - 1970 '73 - '74	Lecturer-in-Service Education, Mercy Hospital School of Nursing
1971 - 1975	Consultant, Charlotte-Mecklenburg Public Schools
1970:	Consultant, Gaston County Public Schools

1966 - 1973: Consultant, National Education Commission, Federation of the Sisters of Mercy of the Americas

1968: Consultant, Humanities Institute, Rocky Mount Public Schools

1970: Consultant, Humanities Conference, Archdiocese of Baltimore

1970: Consultant, Humanities Conference, Cardinal Gibbons High School, Baltimore, Maryland

1967 - 1968: Consultant, Humanities Conference, New Hanover Pubilc Schools

1967: Curriculum Consultant, University of Guyana, Guyana, South America

VII. Community Leadership and Service

1972 - 1975: Member of the International Council for the Selection of Recipients for the First International Albert Schweitzer Prizes

1975 - 1976: President-Elect of the Board of Trustees, Open House Counseling Service, Inc., Charlotte, NC

1972 - 1975: Member of the Board of Directors, Methodist Counseling Center, Charlotte, NC

1975 - 1978: Member of the Board of Directors, National Business Forms, Inc., Greenville, TN

1975 - 1978: Member of the Board of Directors, National Forms Company, Inc. Gastonia, NC

1975 - 1976: Delegate to the General Chapter, Sisters of Mercy, Belmont, NC

1975 - 1976: President Pro-team of Faculty at UNCC

1974 - 1976: Member of the Executive Committee of the Faculty

1974 - 1976: Coordinator, Task Force III, College of Human Developement and Learning

1975 - 1976:	Chairman of Committee, Standard I, Overall Policies, Human Developement and Learning Self-Study for Reaccredation Chairman of Committee on Conuselor Education Human Developement and Learning Self-Study for Reaccreditation
1970-1976:	Member of the Planning and Development Committee
1974:	Chairman of the United Way, UNCC
1974 - 1975:	Member of the Council of Family Relations, Charlotte
1974 - 1975:	Member of the University Committee for the Study of Internships
1973 - 1974:	Member of the University Committee to write the Constitution
1970 - 1974:	Associate Justice of the University Court
1972 - 1974:	Member Executive Committee, AAUP,UNCC
1971 - 1973:	Member of the Graduate Administrative Board, UNCC
1973:	Member of Southern Association Accrediting Team for Greensboro City Schools,
1971:	Chairman, Steering Committee for State Accreditation of Human Development and Learning
1970 - 1975	Speaker and Leader of Workshops for the following: Charlotte-Mecklenburg Special Education Teachers Charlotte-Mecklenburg Health and P.E. Teachers Charlotte-Mecklenburg Head Start Program Charlotte-Mecklenburg Counslors and Administrators Union County Kindergarten Teachers Union County Reading Teachers Union County Counselors and Social Workers Gaston County PTA Association Junior League of Charlotte Human Sexuality Workshop Gaston College Human Growth Groups St. Patrick's School PTA Assumption School PTA Central Methodist, Monroe,NC First Baptist, Monroe, NC Temple Israel, Charlotte, NC Trinity Presbyterian, Charlotte, NC Covenant Presbyterian, Charlotte, NC

St. Andrews Lutheran, Charlotte, NC
First Presbyterian, Gastonia, NC
Christ Episcopal, Charlotte, NC
St. Vincent Catholic, Charlotte, NC
St. Peter's Episcopal Church, Charlotte, NC
St. John Baptist Church, Charlotte, NC
First Methodist Church, Charlotte, NC
First Presbyterian Church, Charlotte, NC
Myers Park Presbyterian Church, Charlotte, NC
Sardis Road Presbyterian Church, Charlotte, NC
St. Andrews Methodist Church, Charlotte, NC
Ascencion Lutheran Church, Charlotte, NC
First Church of God, Greenville, TN
Others

VIII. Awards

1975:	"Counselor Educator of the Year" Presented by North Carolina School Counselors Association
1976:	First Runner-Up for National Counselor of the Year

Self-Awareness Workshop
Parkwood District

November 24, 1976

Dr. Mary Thomas Burke, Consultant

Kitten Moser, Teacher, Career Exploration	Parkwood Middle
Marianne Belk, Teacher, Business	Parkwood High
Carolyn Braswell, Teacher, Media Specialist	Career Center
Em Hardy, Counselor	Career Center
George Wilson, Teacher, Career Exploration	Parkwood Middle
L. W. Bell, Teacher, Business	Parkwood High
F. D. Slade, Counselor	Parkwood High
Jack Gale, Teacher, English	Parkwood High
Kay Whitley, Teacher, Business	Parkwood High
Pat Faquin, Teacher, Science	Parkwood High
Trina Tyson, Teacher, Math	Parkwood High
Louis Faquin, Teacher, Science	Parkwood High
Carol Brown, Teacher, Language Arts & Social Studies, Gr. 8	Parkwood Middle
Cathy Davis, Teacher, Math & Science, Gr. 8	Parkwood Middle
Larry Tuggle, Teacher, Science, Gr. 8	Parkwood Middle
Buddy Lockamy, Teacher, Math	Parkwood High
Bettie Linker, Teacher, English	Parkwood High
Joe Caldwell, Teacher, Math	Parkwood High
V. Kendrick, Teacher, Math	Parkwood High
J. Dees, Teacher, Physical Ed.	Parkwood High
Mary Burt, Teacher, Interim	Parkwood High
Linda Ferster, Teacher, Home Ec.	Parkwood High
Bebra Guin, Teacher, Home Ec.	Parkwood High
Martha Richards, Teacher, Career Exploration	Parkwood Middle
Brenda Forsythe, Teacher, Career Exploration	Parkwood Middle
Roberta Gilman, Counselor	Parkwood High
Gail Latham, Director	CBC Project
Meacy M. Jackson, Librarian	Parkwood High
Barbara Hughes, Resource Teacher	Parkwood High
Nancy Mills, Resource Teacher	Parkwood Middle
Sarah Lowry, Teacher, English	Parkwood High
Greg Fariss, Teacher, Music	Parkwood Middle & High
Julias McDonald, Librarian	Parkwood Middle
Blanche Wimberly, Home School Coordinator	Parkwood Middle
Janet Baker, Teacher, Math & Science, Gr. 6	Parkwood Middle
Rita Newell, Teacher, Language Arts & Social Studies, Gr. 6	Parkwood Middle
Dorothy Herlocker, Teacher, Language Arts & Social Studies, Gr. 6	Parkwood Middle
Bob Emerson, Teacher, Maintenance Services	Career Center
Cecil Moser, Teacher, Social Studies	Parkwood High
Rita Floyd, Teacher, Math & Science, Gr. 7	Parkwood Middle
Nancy Clark, Teacher, Health & P.E., Gr. 6	Parkwood Middle
Barbara Cook, Teacher, Science & Math, Gr. 6	Parkwood Middle
Betty Ballard, Teacher, Language Arts & Social Studies, Gr. 8	Parkwood Middle
Barbara Walden, Teacher, Science & Math, Gr. 6	Parkwood Middle

Teresa Crider, Teacher, Math, Gr. 7	Parkwood Middle
Sue Channell, Teacher, Social Studies	Parkwood High
Rollin Channell, Teacher, Social Studies	Parkwood High
Penny Barrett, Teacher, Language Arts & Social Studies, Gr. 6	Parkwood Middle
Betty Starnes, Teacher, Physical Ed.	Parkwood High
Madeline Little, Teacher, Reading	Parkwood High
Jane Furr, Teacher, English	Parkwood High
Frank Davenport, Principal	Parkwood High
Velma Brown, Teacher, English	Parkwood High
Virginia Watson, Teacher, English	Parkwood High
H. White, Teacher, Health & P.E., Gr. 8	Parkwood Middle
W. Craig, Teacher, Language Arts & Social Studies, Gr. 7	Parkwood Middle
R. Tyson, Teacher, Science & Math, Gr. 7	Parkwood Middle
B. Smith, Assistant Principal	Parkwood High
John Brown, Teacher, Science, Gr. 7	Parkwood Middle
Kay Starnes, Teacher, Social Studies, Gr. 8	Parkwood Middle
Myrtle Kiker, Teacher, Honors English	Career Center
Johnny Jacumin, Teacher, ICT	Parkwood High
Cynthia Bennett, Teacher, English	Parkwood High
R. L. McCain, Principal	Parkwood Middle
Dana McManus, Counselor	Parkwood Middle
Toni Lee, Teacher, Driver Ed.	Parkwood High
Rita Griffin, Interim Teacher	Parkwood Middle
Kate Faulkner, Curriculum Specialist	CBC Project
Karen Williams, Curriculum Specialist	CBC Project

SCHOOL: Parkwood District

SELF AWARENESS WORKSHOP EVALUATION

November 24, 1976

Please record your evaluation of this workshop by checking the appropriate column.

	Very Successful	Successful	Somewhat Successful	Somewhat Unsuccessful	Unsuccessful
A. Appropriateness of content	65%	28%	5%	2%	0%
B. Style and clarity of presentation	70%	23%	7%	0%	0%
C. Correlation of content with your teaching objectives	65%	22%	8%	2%	3%
D. Freedom from cultural, sexual, or racial bias.	73%	27%	0%	0%	0%

COMMENTS: ______

COMMENTS

1. Excellent presentation - feel it will help me be a better teacher.
2. Very informative and thought provoking.
3. The excercises mentioned were excellent.
4. Excellent workshop - I really enjoyed it.
5. Very practical suggestions as well as thought.
6. I enjoyed Mary Burke's presentation very much.
7. Inspiring to do better - Feeling of inadequacy to meet all the needs.
8. Felt that Dr. Burke practices what she teaches.
9. Very good - need more.
10. What was covered was good but there were many areas left out (that is coping with people who don't follow the philosophy covered here, in classroom, with peer group, and employer).
11. Most worthwhile for all areas.
12. Some of the activities we were asked to do were good but too limited on time to be as successful as they could be.
13. Not in touch with reality.
14. Ideas good but not practical in large classes such as we have or maturity of students relative to class size.
15. No loss in attention.
16. Enjoyable - a needed pick-me-up for teachers at this time of year.
17. It would be very worthwhile to have Dr. Burke again for another workshop.
18. Great!
19. I thoroughly enjoyed the workshop - would like more of the same.
20. Would prefer that people are given opportunity to respond and never called on.
21. Dr. Burke was great. Could listen to her all day. Should invite her again.
22. Materials presented should be very beneficial to teachers.
23. Like a breath of fresh air - "Thanks' I needed that."

Self-Awareness and Self-Concept Development
Workshop Participants

November 24, 1976

Forest Hills District

Dr. Mary Thomas Burke, Consultant

Nancy Davenport, Teacher, English	Forest Hills
Jenny Bolden, Teacher, English	Forest Hills
Brenda Norwood, Teacher, English & Foreign Language	Forest Hills
Pat Turner, Teacher, Business Education	Forest Hills
Ann Rushing, Teacher, Business Education	Forest Hills
Lilia Leon, Teacher, Foreign Language	Forest Hills
Sandra White, Teacher, Business Education	Forest Hills
Linda Lybrand, Teacher, 6th grade	East Union
Karen Richardson, Teacher, 6th grade	East Union
Polly Gaddy, Teacher, 6th grade	East Union
Judy Perry, Teacher, 7th grade	East Union
Lynn Walkup, Teacher, Physical Education	Forest Hills
Lois Williams, Teacher, 7th grade	East Union
Betty Stegall, Teacher, 7th grade	East Union
Ellen Turner, Teacher, Math	Forest Hills
Mary Stinson, Resource Teacher	Forest Hills
Gloria Hart, Teacher, Art	Forest Hills
Lorna Price, Teacher, English & World Culture	Forest Hills
Jean Klutz, Teacher, English & Journalism	Forest Hills
Barbara Cox, Teacher, English & Dramatics	Forest Hills
Ledale Rollins, Teacher, Choral	Forest Hills
Frances Crooke, Teacher, Social Studies	Forest Hills
Camelia Eason, Teacher, Math	Forest Hills
Ralph Hargett, Assistant Principal	Forest Hills
Carl Rohleder, Teacher, Band	Forest Hills
Lee Little, Teacher, Social Studies	Forest Hills
Archie Price, Teacher, Social Studies	Forest Hills
Algie Faircloth, Teacher, Driver Education	Forest Hills
Russell Helms, Teacher, I. C. T.	Forest Hills
John A. Moore, Jr., Teacher, Math	Forest Hills
Jerry W. Thomas, Teacher, Health & Phy. Education	Forest Hills
Joslyn Allen, Teacher, 6th grade	East Union
Verlene DeWitt, Teacher, 6th grade	East Union
Gwen Baucom, Counselor	Forest Hills
Eula Bivens, Teacher, Home Economics	Forest Hills
Violet Horne, Teacher, Home Economics	Forest Hills
Doris Smith, Teacher, Reading	Forest Hills
Brenda Miller, Teacher, English	Forest Hills
Richard Barden, Teacher, Math	Forest Hills
Walter McDaniel, Counselor	Forest Hills
James Warren, Teacher, Physical Science	Forest Hills
Elizabeth Williams, Teacher, Biology	Forest Hills
Grace Daniels, Teacher, Biology	Forest Hills
Carolyn Lowder, Teacher, Chemistry & Physics	Forest Hills
Mary McAfee, Teacher, Physical Science & Biology	Forest Hills
Myra Austin, Librarian	Forest Hills

Self-Awareness and Self-Concept Development Workshop Participants

November 24, 1976

Forest Hills District

Annie Emehel, Teacher, Science	East Union
Margaret Hood, Career Exploration Teacher	East Union
Louis Hicks, Teacher, Language Arts & Social Studies	East Union
Beth Utz, Resource Teacher	East Union
Jean Pick, Librarian	East Union
Helen Winchester, Counselor	East Union
Jo Anne Helms, Career Exploration Teacher	East Union
Wayne Smith, Teacher, Health and Physical Education	East Union
Charles Mims, Teacher, Careers	East Union
J. E. Hogan, Principal	Forest Hills
P. L. Johnson, Teacher, Language Arts & Social Studies	East Union
Jack Lawson, Teacher, Health & Physical Education	East Union

SCHOOL: Forest Hills District

SELF AWARENESS WORKSHOP EVALUATION

November 24, 1976

Please record your evaluation of this workshop by checking the appropriate column.

	Very Successful	Successful	Somewhat Successful	Somewhat Unsuccessful	Unsuccessful
A. Appropriateness of content	87%	13%	0%	0%	0%
B. Style and clarity of presentation	91%	9%	0%	0%	0%
C. Correlation of content with your teaching objectives	65%	25%	10%	0%	0%
D. Freedom from cultural, sexual, or racial bias.	87%	13%	0%	0%	0%

COMMENTS: ______________________________

COMMENTS

1. Most interesting and worthwhile.
2. Very good, let's have more like this.
3. Wonderful participation by group! Beautifully presented! A real learning esperience.
4. More of this type, please.
5. Excellent workshop with a lot of helpful ideas. You can have her again!
6. Excellent speaker, ideas to take back to the classroom given; type of workshop which I felt that I greatly received from because of information handed out and participation in.
7. Excellent speaker; "food for thought" --materials to take back to the classroom. One of the best workshops I have had the privelege of attending in a long time.
8. Very good.
9. She gave a dynamic, thought provoking presentation. This was a worthwhile workshop.
10. The concepts set forth are very good but unclear as to how to use them in the classroom, especially a classroom with discipline problems.
11. I would desire more group study and discussion. It was an excellent workshop--only limited by a shortage of time.
12. I've enjoyed the workshop very much it has been very informative because I've become more aware of those around me each day and hope for a better future.
13. Excellent. Stimulating.
14. Very good ideas.
15. Very informative. It is valuable to refresh our memories that we are teaching students and not subjects. Our workshop was very well done. She is excellent!
16. Very well presented.
17. I really enjoyed the workshop it has been a very good experience!
18. I enjoyed the workshop, it will be helpful.
19. Excellent.
20. The workshop relly helped me how to get along with students.
21. Very good.
22. I appreciated Dr. Burke's respect for our time. She presented her ideas concisely and made points well.
23. It was time well spent.
24. I learned several things today.
25. Excellent workshop--enjoyable and meaningful.
26. Excellent workshop.
27. Excellent--very meaningful!

UNION COUNTY BOARD OF EDUCATION

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MONROE, NORTH CAROLINA 28110

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TO: All high school principals

FROM: Myrna Hilton, Gail Latham, Karen Williams, Em Hardy

SUBJECT: LCDS Workshop for all high school counselors

DATE: December 3, 1976

Since our meeting on October 14, 1976, in which we discussed the plan for working with potential dropouts, we have become aware of a developmental program which the counselors have determined would be better suited to our students' needs than The New Model Me.

The Life Career Development System (LCDS) is a total career development system for infusion into an existing career education or counseling program. It provides from 35-60 hours of planned, organized, sequential experiences and can be customized to adapt to a variety of settings as well as to fit into a quarter, semester, or year. The LCDS has been developed by Human Development Services in Ann Arbor, Michigan, and is presently used in secondary schools, community colleges, universities, and adult agencies in 24 states.

The nine components of the LCDS are as follows:

Exploring Self
Determining Values
Setting Goals
Expanding Options
Overcoming Barriers
Using Information
Working Effectively
Enhancing Relationships
Creating Futures

CBC funds are available to purchase the LCDS, and we will implement the program (with our potential dropouts) in January. We strongly feel that this is a most effective program, and one which is flexible enough to be used not only in the potential dropout program, but in many other counseling situations.

"UNION COUNTY - UNITED FOR EDUCATION"

Before a school system can purchase the LCDS, the developers require that representatives from that school system attend a Facilitator Training Workshop which certifies them to train others in the system who will be implementing the program. Karen and Em have received this certification and will be conducting the workshop for our county counselors.

This intensive two-day training session will be held Thursday and Friday, December 16-17, from 8:30-3:30 at the Union County Career Center. We must have the participation of all counselors.

We do thank you for your cooperation in this effort to improve our counseling services for our students.

EH/bbd

cc: Dr. B. Paul Hammack
Mr. L. J. Gann
Mr. Linwood Ward
All high school counselors

Life Career Development System

Facilitator Training Workshop
Union County Career Center
December 16-17, 1976

Thursday, December 16

8:30-8:45	Introduction Workshop Overview
8:45-10:10	Facilitation of Module 1
10:10-10:20	Break
10:20-11:45	Facilitation of Module 2
11:45-12:30	Lunch
12:30-1:30	Formation and Preparation of Facilitation Teams
1:30-2:30	Facilitation of Module 3
2:30-3:30	Facilitation of Module 4

Friday, December 17

8:30-9:30	Facilitation of Module 5
9:30-10:30	Facilitation of Module 6
10:30-11:30	Facilitation of Module 7
11:30-12:15	Lunch
12:15-1:15	Facilitation of Module 8
1:15-2:15	Facilitation of Module 9
2:15-2:45	Discussion of Implementation Strategies
2:45-3:30	Discussion of Customizing the LCDS

LCDS Workshop
Participants

Gwendolyn S. Baucom, Counselor, Forest Hills High School
Bobbie M. Brown, Counselor, Union County Career Center
Roberta H. Gilman, Counselor, Parkwood High School
Emily V. Hardy, Counselor, Union County Career Center
Myrna H. Hilton, Director, Pupil Personnel Services
Jane D. Lunsford, Counselor, Piedmont High School
Walter A. McDaniel, Counselor, Forest Hills High School
Frederick D. Slade, Counselor, Parkwood High School
William J. Sullivan, Counselor, Sun Valley High School
Brenda Tyson, Counselor, Piedmont High School
Linda M. Wilber, Counselor, Sun Valley High School
Karen N. Williams, Secondary Curriculum Specialist, CBC Project

S[redacted]OL:[redacted]COM[redacted]D

LIFE CAREER DEVELOPMENT SYSTEM WORKSHOP EVALUATION

DECEMBER 16-17, 1976

Please record your evaluation of this workshop by checking the appropriate column.

	Very Successful	Successful	Somewhat Successful	Somewhat Unsuccessful	Unsuccessful
A. Appropriateness of content	10				
B. Style and clarity of presentation	9	1			
C. Correlation of content with your teaching objectives	8	2			
D. Freedom from cultural, sexual, or racial bias.	10				

COMMENTS: (1) The leaders did an excellent job with this program! (2) Delightful personalities! (3) I think this was a very interesting and valuable workshop. (4) Well planned and executed. (5) Very interesting, makes for creativity within instruction (facilitator). (6) Most helpful workshop, both personally and professionally, that we have had.

DEPARTMENT OF PUBLIC INSTRUCTION

STATE OF NORTH CAROLINA RALEIGH

December 28, 1976

Ms. Audrey Bales
Media Director
Educational Media Center
500 North Main Street
Room 28
Monroe, North Carolina 28110

Dear Ms. Bales:

I write to confirm our VTR Workshop on January 11 and 12 from 9 until 3. I understand that we will have 15 hands-on participants each day.

Enclosed you will find a schedule and a list of goals for the days' activities. I would like to have all of the video equipment which you listed in your letter of December 1, as well as an overhead projector and screen. I would also like the opportunity to familiarize myself with the equipment prior to the workshop, perhaps from 8 - 9 on the 11th.

I look forward to meeting you and your media folks.

Sincerely yours,

Bill Pendergraft, Consultant
School Media Programs Section

BP:jos

enclosure

cc: Carol G. Lewis, Chief Consultant, School Media Programs, Division of Educational Media

VTR WORKSHOP

Union County
January 11 & 12, 1977
9:00 a.m. - 3:00 p.m.

GOALS

1. Assemble and disassemble available equipment
2. Thread and care for tape
3. Record camera signal
4. Record sound and dub
5. Record off air
6. Clean and maintain equipment
7. Know the difference between film and tape
8. Generate uses, users, and usage
9. Set up basic lights
10. Assess STV needs

SCHEDULE

9:00 - 9:30	Where are you?
9:30 - 10:30	From where you are to somewhere else
10:30 - 10:45	Merriment
10:45 - 12:00	Practice
12:00 - 1:00	Feed
1:00 - 3:00	Practice STV - and final exam

VIDEOTAPE RECORDER

(Checklist for Operation)

CONNECTING THE SYSTEM

_____ Plug in the AC Cord for:

_____ VTR _____ Monitor-Receiver _____ Camera

_____ Connect eight-pin plug from monitor to VTR

_____ Connect video cable from camera to VTR

_____ Plug microphone into VTR

TUNING THE SYSTEM FOR USE WITH CAMERA

_____ Turn power switches to on for VTR, camera, and monitor

_____ Turn "TV-VTR" switches to VTR on monitor

_____ Turn the "TV-Camera" switch on the VTR to camera

_____ Turn the termination switch located on monitor to "on," "high," or "HI-Z"

_____ Depress record button (the tape doesn't need to run)

_____ Un-cap camera

_____ Adjust f-stop on camera to maximum brightness and resolution

_____ Focus camera with focus ring on lens

_____ Adjust video level with knob on VTR (back off slightly from wash out and picture tear)

_____ Adjust audio level so just peaking in red

_____ Turn down the volume on the monitor (avoid feedback recording)

RECORDING CAMERA SIGNAL

_____ Thread VTR (instructions in the lid)

_____ Depress the record button (hold down) and put machine in play mode

RECORDING BROADCAST SIGNAL

_____ Tune in signal on monitor-receiver with switch in TV position

_____ Turn the "TV-camera" switch on the VTR to TV

_____ Depress record button

_____ Change VTR-TV switch on monitor to VTR

_____ Adjust audio and video level with meter and controls on VTR

_____ Thread machine

_____ Hold down record button while engaging play

TO PLAYBACK A TAPE

_____ Plug VTR and monitor into AC source

_____ Connect monitor and VTR with eight-pin plug

_____ Put monitor selection switch in "VTR" position

_____ Put monitor termination switch in "on" position (or in "HI-Z" or "High" position)

_____ Thread tape on VTR

_____ Turn on VTR power

_____ Turn on monitor/receiver power

_____ Push control lever to "play"

_____ Adjust volume and picture on monitor-receiver

TO PUT MACHINE AWAY

_____ Push control lever to "STOP"

_____ Rewind tape

_____ Put tape in box

_____ Turn off VTR

_____ Turn off monitor-receiver

_____ Unplug and fold all cables

__✓__ Cover VTR (dust and dirt affect the performance)

VTR WORKSHOP ATTENDANCE

Tuesday, January 11, 1977

Carolyn Braswell
Myra Austin
Pattie Hall
Meacy Jackson
C. H. Bales
Julius McDonald
Jean Pick
Millie Hodge
Garlin Russell
Kate Faulkner
Audrey Bales
Mike Helms
Clara Martin
Kitty Sims

Wednesday, January 12, 1977

Curtis Blackwood
Wilba Helms
George Miller
Alice Coleman
Fred High
Angela Bell
Jibby Keels
Glenn Baucom
Karen Williams
Gail Latham
Charles Ray Williams
Mary Ellen Mills

CBC SPRING INDUSTRIAL TOUR

NAME Principals, Teachers, & Secretaries **SCHOOL** Project and Non-Project Schools

SUBJECT OR GRADE K-12 all subject areas (47 Participants)

PLEASE COMPLETE THE FOLLOWING ITEMS:

NAME OF INDUSTRY Acme Nameplate **TIME OF TOUR** March 22, 1977

OCCUPATIONS OBSERVED mechanical drawing, machine operator, photographer, shipping and packaging clerk, designer, typist, bookkeeper, product inspector, metal cutter, lithographer, press operator, die setter, supervisor, painters silk screen artist, electro-platers manager, layout artist, engravers, mail clerk, receptionist, pattern maker, loading shipping and recieving clerks, and commercial artist.

WHICH OF THE FOLLOWING CONCEPTS COULD BEST BE ILLUSTRATED AT THIS WORK SITE OR THROUGH A RESOURCE PERSON FROM THIS WORK SITE?

98%	INTERDEPENDENCE OF WORKERS
70%	POSITIVE ATTITUDE TOWARD ALL WORKERS
58%	DECISION-MAKING AND PLANNING SKILLS
51%	RELATIONSHIP OF ACADEMIC SKILLS TO WORK SITUATIONS
40%	INTERPERSONAL RELATIONSHIPS
90%	CHARACTERISTICS OF SUCCESSFUL WORK BEHAVIOR
45%	PERSONAL, SOCIAL, AND CAREER VALUES
40%	PERSONAL FULFILLMENT AND SOCIAL RESPONSIBILITY

WHAT ACADEMIC SKILLS SEEM TO BE NEEDED MOST IN THIS FIELD? math, reading, spelling, language arts, science, physical education, office skills, willingness to learn, basic high school, pride in work, accuracy, good work attendance, promptness, cooperation, drill press operators, designers, graphic arts, maintenance, drafting, art, business training, mechanics.

CDC SPRING INDUSTRIAL TOUR

NAME Principals, Teachers & Secretaries SCHOOL Project and Non-Project Schools

SUBJECT OR GRADE K-12 all subject areas (41 participants)

PLEASE COMPLETE THE FOLLOWING ITEMS:

NAME OF INDUSTRY Eaton Administrative and Distribution Center TIME OF TOUR March 29, 1977

OCCUPATIONS OBSERVED draftsmen, machinists, engineers, designers, model makers, lab researchers, carpenters, electricians, clerks, computer operator, secretaries, security officers, maintenance workers, cafeteria workers, artists, receptionist, supervisor, techincal illustrator, product specialists, chemists, telephone switchboard operators, stock clerks, craftsmen, mail clerks, warehousemen, advertising specialists

WHICH OF THE FOLLOWING CONCEPTS COULD BEST BE ILLUSTRATED AT THIS WORK SITE OR THROUGH A RESOURCE PERSON FROM THIS WORK SITE?

98% INTERDEPENDENCE OF WORKERS
98% POSITIVE ATTITUDE TOWARD ALL WORKERS
93% DECISION-MAKING AND PLANNING SKILLS
98% RELATIONSHIP OF ACADEMIC SKILLS TO WORK SITUATIONS
70% INTERPERSONAL RELATIONSHIPS
93% CHARACTERISTICS OF SUCCESSFUL WORK BEHAVIOR
83% PERSONAL, SOCIAL, AND CAREER VALUES
90% PERSONAL FULFILLMENT AND SOCIAL RESPONSIBILITY

WHAT ACADEMIC SKILLS SEEM TO BE NEEDED MOST IN THIS FIELD? language arts, math, business courses, science, historical development, sociological concepts, communication skills, art, drafting, advertising, mechanical engineering, shop, geometry, computer programing.

COMMENTS:
Excellent tour. It increased my knowledge. Very beneficial to me.

CBC SPRING INDUSTRIAL TOUR

NAME Union County Teachers SCHOOL Project and Non-Project Schools

SUBJECT OR GRADE K-12 (45 participants)

PLEASE COMPLETE THE FOLLOWING ITEMS:

NAME OF INDUSTRY Maleck Industries TIME OF TOUR April 7, 1977

OCCUPATIONS OBSERVED Wood Grader and Materials Handler, Wood Cutter Machine operators, Pattern Makers, Sanders, Wood Stainers, Clock Makers, Packers, Computer Operators, Office Personnel, Shipping Clerks, Designers.

WOULD THIS BE AN APPROPRIATE TOUR SITE FOR YOUR CLASS? yes

DID YOU TALK WITH ANY POSSIBLE RESOURCE PERSONS? yes

WHICH OF THE FOLLOWING CONCEPTS COULD BEST BE ILLUSTRATED AT THIS WORK SITE OR THROUGH A RESOURCE PERSON FROM THIS WORK SITE?

100%	INTERDEPENDENCE OF WORKERS
80%	POSITIVE ATTITUDE TOWARD ALL WORKERS
79%	DECISION-MAKING AND PLANNING SKILLS
54%	RELATIONSHIP OF ACADEMIC SKILLS TO WORK SITUATIONS
64%	INTERPERSONAL RELATIONSHIPS
90%	CHARACTERISTICS OF SUCCESSFUL WORK BEHAVIOR
59%	PERSONAL, SOCIAL, AND CAREER VALUES
60%	PERSONAL FULFILLMENT AND SOCIAL RESPONSIBILITY

WHAT ACADEMIC SKILLS SEEM TO BE NEEDED MOST IN THIS FIELD? Vocational courses such as industrial arts, typing, accounting, art, and any courses that require mechanical skills. Mathematical skills, (especially measuring), scientific concepts, and communication skills.

UNION COUNTY CAREER BASED CURRICULUM PROJECT

EDUCATIONAL RESOURCES FOR WOODWORKING
&
FURNITURE MANUFACTURING

MaLeck

K-5 The Fiddler (Career Awareness Film) #3792, Paramount Oxford Films 20 Min. Color. Price $280. Rental $30.

The fiddler is a gifted old man with a special talent for constructing violins. He is a folk hero, artist, philosopher and musician who explains his craft, shares his wisdom and takes part in an old-fashioned country music jamboree.

Classroom Demonstration (Silk-screen printing)

-to arrange a time & place, contact:

Mrs. Jean King
Personnel Department
MaLeck Industries, Inc.
P.O. Box 247
Wingate, North Carolina 28174
Phone: 233-4031, ext. 58

6-8 Career Exploration

-for information on various types of woodworking & furniture manufacturing companies in North Carolina and possible careers in these industries, contact:

Mr. Douglas L. Brackett
Executive Director
Southern Furniture Manufacturers Association
P.O. Box 2436
High Point, North Carolina 27261
Phone: (919) 885-5065

9-12 Job Preparation

(a) Entry-Level Production/Manufacturing
- machine operations, building, finishing, distribution, etc.
  Resource: Union County Career Center

(b) 2-year Technical Education
- Furniture Production Management Program
- Furniture Drafting & Product Development
  Resource: Catawba Valley Technical Institute
  Mr. Bob Bliss, Chairman, Furniture Division
  Hickory, North Carolina 28601
  Phone: (704) 327-9124 or 464-4106

(c) 4-year College Degree (BS)
- Furniture Manufacturing & Management
  Resource: North Carolina State University
  Raleigh, North Carolina
  (Co-operative Ed. Pgrm. available)

- Industrial Technology
  Resource: Western Carolina University
  Cullowhee, North Carolina 28723
  (will accept transfer from CVTI)

CBC SPRING INDUSTRIAL TOUR

NAME Union County Teachers SCHOOL Project and Non-Project Schools

SUBJECT OR GRADE K-12 all subject areas (20 participants)

PLEASE COMPLETE THE FOLLOWING ITEMS:

NAME OF INDUSTRY Alisa, Inc. TIME OF TOUR April 12, 1977

OCCUPATIONS OBSERVED knitting machine operators, dyers, sewers, mechanics, plant managers and supervisors, dryer operator, secretaries, receiving and shipping clerks, IBM operators

WOULD THIS BE AN APPROPRIATE TOUR SITE FOR YOUR CLASS? yes

DID YOU TALK WITH ANY POSSIBLE RESOURCE PERSONS? yes

WHICH OF THE FOLLOWING CONCEPTS COULD BEST BE ILLUSTRATED AT THIS WORK SITE OR THROUGH A RESOURCE PERSON FROM THIS WORK SITE?

100%	INTERDEPENDENCE OF WORKERS
82%	POSITIVE ATTITUDE TOWARD ALL WORKERS
81%	DECISION-MAKING AND PLANNING SKILLS
42%	RELATIONSHIP OF ACADEMIC SKILLS TO WORK SITUATIONS
65%	INTERPERSONAL RELATIONSHIPS
90%	CHARACTERISTICS OF SUCCESSFUL WORK BEHAVIOR
60%	PERSONAL, SOCIAL, AND CAREER VALUES
42%	PERSONAL FULFILLMENT AND SOCIAL RESPONSIBILITY

WHAT ACADEMIC SKILLS SEEM TO BE NEEDED MOST IN THIS FIELD? Mathematical skills (especially measurements), communication skills, and a knowledge of scientific principles were of importance. The interdependence of workers and interpersonal relationships were also important.

CBC SPRING INDUSTRIAL TOUR

NAME Union County Teachers **SCHOOL** Project and Non-Project Schools

SUBJECT OR GRADE K-12 (50 participants)

PLEASE COMPLETE THE FOLLOWING ITEMS:

NAME OF INDUSTRY r.p. Scherer TIME OF TOUR April 19, 1977

OCCUPATIONS OBSERVED maintenance workers, packaging, loading, and laboratory technicians, machine operators, office personnel, supervisors, formula mix workers.

WOULD THIS BE AN APPROPRIATE TOUR SITE FOR YOUR CLASS? yes

DID YOU TALK WITH ANY POSSIBLE RESOURCE PERSONS? yes

WHICH OF THE FOLLOWING CONCEPTS COULD BEST BE ILLUSTRATED AT THIS WORK SITE OR THROUGH A RESOURCE PERSON FROM THIS WORK SITE?

81%	INTERDEPENDENCE OF WORKERS
86%	POSITIVE ATTITUDE TOWARD ALL WORKERS
45%	DECISION-MAKING AND PLANNING SKILLS
71%	RELATIONSHIP OF ACADEMIC SKILLS TO WORK SITUATIONS
66%	INTERPERSONAL RELATIONSHIPS
84%	CHARACTERISTICS OF SUCCESSFUL WORK BEHAVIOR
69%	PERSONAL, SOCIAL, AND CAREER VALUES
65%	PERSONAL FULFILLMENT AND SOCIAL RESPONSIBILITY

WHAT ACADEMIC SKILLS SEEM TO BE NEEDED MOST IN THIS FIELD? application of scientific principles, mathematical skills, communication skills.

ASSERTIVENESS AND SELF IMAGE
Dr. Mary Thomas Burke
April 12, 1977
3:30 - 5:30

Karen N. Williams	CBC
Myrna H. Hilton	Central Office
Laurie Travis	Parkwood Middle
Keith Howey	Union Elementary
Martie Taylor	Indian Trail
Janie Lunsford	Piedmont High
Francis F. Klutz	Indian Trail
Nancy W. Bemis	Indian Trial
Polly B. Gaddy	East Union Middle
Karen Richardson	East Union Middle
Lynda Lybrand	East Union Middle
Patricia Ritt	East Union Middle
Jeanne R. Bryant	Waxhaw
Debra Richardson	Waxhaw
Sara M. Tyson	
Lottie G. Parker	Piedmont High
Janette H. Trull	Piedmont High
Margaret L. Broadway	Piedmont High
Mary C. Jacumin	Piedmont Middle
Mable M. Mills	Wingate Elementary
Kayrn L. Meyers	Wingate Elementary
Yvonne Hood	Wingate Elementary
Cindy Boggs	Prospect Elementary
Betty H. Griffin	East Union Middle
Lois Hayes	Sun Valley High
Myzelle Fletcher	Wingate Elementary
Jacksie Maye	Wingate Elementary
Ruth Ann Williams	Wingate Elementary
Margaret C. Williams	Wingate Elementary
Janet Baker	Parkwood Middle
Nancy S. Clark	Parkwood Middle
Pat Clontz	Parkwood Middle
Wanda T. Craig	Parkwood Middle
Charles R. Williams	Wingate Elementary
Mary R. McAfee	Forest Hills

SCHOOL: ____________

ASSERTIVENESS AND SELF IMAGE

April 12, 1977

Please record your evaluation of this workshop by checking the appropriate column.

	Very Successful	Successful	Somewhat Successful	Somewhat Unsuccessful	Unsuccessful
A. Appropriateness of content	91%	9%	-0-	-0-	-0-
B. Style and clarity of presentation	91%	09%	-0-	-0-	-0-
C. Correlation of content with your teaching objectives	68%	32%	-0-	-0-	-0-
D. Freedom from cultural, sexual, or racial bias.	86%	14%	-0-	-0-	-0-

COMMENTS: Sister Mary Thomas was excellent as one of my college professors and gets constantly better every year!

Very enjoyable workday. This was the most informative and the best presentation of any workshop I have ever attended. Lecture was clear and easy to follow since she had an outline to follow. Very interesting and helpful to the classroom teacher.

DECISION MAKING
Dr. Lee Grier
April 14, 1977
9:00 a.m. - 3:00p.m.

Janie Lunsford	Piedmont High
Samuel N. Baker	Sun Valley High
Myrna Hilton	Central Office
Barbara Hughes	Parkwood Middle
Cecelia Newkirk	Parkwood Middle
Virginia M. Johnson	Sun Valley High
Anne Alston	Parkwood Middle
Doretha Collins	Sun Valley
Helen F. Winchester	East Union Middle
Bill Sullivan	Sun Valley High
Carol K. Brown	Parkwood Middle
Rita P. Rita P. Floyd	Parkwood Middle
Bettie Linker	Parkwood Middle
W. P. Wellman	Career Center
Jane G. Evans	East Union Middle
Janelle Correll	Career Center
Bobbie Brown	Career Center
Emily V. Hardy	Career Center
Oliver B. Sam Parker	Career Center
Yvonne Hood	Wingate Elementary
Mary L. Williams	Piedmont High
Betty L. Wilkins	Piedmont High
Lois T. Hayes	Sun Valley High
Gerald Hargett	East Union Middle
Margaret G. Hood	East Union Middle
Sue Channell	Parkwood High
Rollin Channell	Parkwood High
Patsy Griffin	Piedmont High
Sharon Cress	Sun Valley High
Jo Walters	Sun Valley High
Jennie B. Bolden	Forest Hills High
C. H. Bales	Sun Valley High
Ben Williams	East Union Middle
Martha Richards	Parkwood Middle
Charles R. Williams	Wingate Elementary
Linda Wilber	Sun Valley High
Robert L. McCain	Parkwood Middle
Anna Kay P. Whitley	Parkwood High
Lizzie M. Williams	Sun Valley Middle
John W. Brown	Parkwood Middle
Frederic Slade	Parkwood High
Brenda Tyson	Piedmont High
Chaneta Davis	Indian Trail
Joyce Keels	Parkwood Middle
Roberta Gilman	Parkwood High
Jo Anne H. Helms	East Union Middle
Della Carver	Career Center
Laurie Travis	Parkwood Middle
Gail Latham	CBC Project

SCHOOL: ________________

DECISON MAKING

April 14, 1977

Please record your evaluation of this workshop by checking the appropriate column.

	Very Successful	Successful	Somewhat Successful	Somewhat Unsuccessful	Unsuccessful
A. Appropriateness of content	48%	48%	4%	-0-	-0-
B. Style and clarity of presentation	40%	52%	8%	-0-	-0-
C. Correlation of content with your teaching objectives	52%	40%	8%	-0-	-0-
D. Freedom from cultural, sexual, or racial bias.	76%	24%	-0-	-0-	-0-

COMMENTS: ____

PLEASE RETURN TO THE CBC OFFICE BY APRIL 29.

COMMENTS

Vert Interesting, timely, and educational.

Most interesting, instructional and very well informed.

One of the best workshops; materials could be applied to any subject area; practical information.

Very productive.

Informative and interesting.

To much time was spent on introduction.

Enjoyable relaxing non-boring. Helpful information, rewarding experience.

Gave helpful information which will benefit me as both a teacher and a parent.

Very successful workshop.

Enjoyable; intend to apply sone techniques in class.

CAREER EDUCATION AND THE ART CURRUCULUM

Doc McCulloch
April 14, 1977
3:30 - 5:30

Kate Faulkner	CBC
Keith Howey	Union
Janet Baker	Parkwood Middle
Martha Richards	Parkwood Middle
Wanda Craig	Parkwood Middle
Cathy Heath	Waxhaw Elementary
Sara M. Tyson	
Yvonne Hood	Wingate Elementary
Doris N. Buchanan	Waxhaw Elementary
Debra E. Richardson	Waxhaw Elementary
Mary K. Richardson	Waxhaw Elementary
Mae Crawford	Waxhaw Elementary
Sylvia Winfield	East Union Middle
Trudy F. Harris	Piedmont High
Catherine H. Bower	Wingate Elementary
Myzelle S. Fletcher	Wingate Elementary
Jessica W. Smith	Wingate Elementary
Lynda Olive	Unionville Elementary
Carolyn Sloop	Unionville Elementary
Ruthellen VanBlon	Unionville Elementary
Susan Hyatt	Unionville Elementary
Pat Clontz	Parkwood Middle
Della Carver	Career Center
Eula Ross Bivins	Forest Hills
Gloria Hart	Forest Hills
Gail Latham	CBC

SCHOOL: Combined

CAREER EDUCATION AND THE ART CURRICULUM

April 14, 1977

Please record your evaluation of this workshop by checking the appropriate column.

	Very Successful	Successful	Somewhat Successful	Somewhat Unsuccessful	Unsuccessful
A. Appropriateness of content	29%	7%	20%	13%	21%
B. Style and clarity of presentation	33%	7%	23%	30%	7%
C. Correlation of content with your teaching objectives	26%	26%	19%	22%	7%
D. Freedom from cultural, sexual, or racial bias.	47%	30%	23%	-0-	-0-

COMMENTS: The presentation was interesting and enlightening. It was good to be refreshed on the idea and importance of teaching the "whole child." A very worthwhile workshop. Can relate to Home Ecomonics. Needs to relate more to the classroom.

CAREER EDUCATION AND THE MUSIC CURRICULUM
Mrs. Ruth Jewell
April 18, 1977
3:30 - 5:30

Tammy Bucy	Parkwood, Sun Valley Middle, Prospect
Rebecca M. Kay	Indian Trail, Shiloh, Hemby Bridge
Margie Taylor	Indian Trail
Keith Howey	Union Elementary
Ledale Rollins	Forest Hills
Martha Richards	Parkwood Middle
Sara M. Tyson	
Ruth Ann Williams	Wingate Elementary
Catherine H. Bowers	Wingate Elementary
Janet Baker	Parkwood Middle
Wanda Craig	Parkwood Middle
Trudy F. Harris	Piedmont High
Karen N. Williams	CBC

SCHOOL: Combined

CAREER EDUCATION AND THE MUSIC CURRICULUM

April 18, 1977

Please record your evaluation of this workshop by checking the appropriate column.

	Very Successful	Successful	Somewhat Successful	Somewhat Unsuccessful	Unsuccessful
A. Appropriateness of content	50%	39%	-0-	-0-	11%
B. Style and clarity of presentation	60%	40%	-0-	-0-	-0-
C. Correlation of content with your teaching objectives	67%	11%	11%	-0-	11%
D. Freedom from cultural, sexual, or racial bias.	60%	42%	-0-	-0-	-0-

COMMENTS: Very helpful and beneficial to classroom teachers. Ruth Jewell's workshops are always profitable. She is a knowledgeable, very pleaseant and gives practical suggestions which can be used in the classroom. She presented materials and ideas for all grade levels. I only wish it could have been longer. Very good, something everyone could use.

SOCIAL STUDIES AND CAREER EDUCATION
Dr. Charles Harper
April 18, 1977
3:00 - 5:00

Kate Faulkner	CBC
Yvonne Hood	Wingate Elementary
Mable Mills	Wingate Elementary
Ruthellen VanBlon	Unionville Elementary
Carolyn Sloop	Unionville Elementary
Susan Hyatt	Unionville Elementary
Lynda Olive	Unionville Elementary
Jessica Smith	Wingate Elementary
Patsy Fowler	Unionville Elementary
Peggie McLean	Unionville Elementary
Wanda Medlin	Unionville Elementary
Jackie K. Clark	Indian Trail
Pat Waddell	Indian Trail
Linda Lybrand	Unionville Elementary
Myzelle Fletcher	Wingate
Betty Stegall	East Union Middle
Polly B. Gaddy	East Union Middle
Karen Richardson	East Union Middle
Patricia Ritt	East Union Middle
Dorothy Rosser	Waxhaw
Charles R. Williams	Wingate Elementary
Peggie L. Johnson	East Union Middle
Verleen DeWitt	East Union Middle

SCHOOL: Combined

SOCIAL STUDIES AND CAREER EDUCATION

April 18, 1977

Please record your evaluation of this workshop by checking the appropriate column.

	Very Successful	Successful	Somewhat Successful	Somewhat Unsuccessful	Unsuccessful
A. Appropriateness of content	64%	33%	-0-	-0-	-0-
B. Style and clarity of presentation	81%	19%	-0-	-0-	-0-
C. Correlation of content with your teaching objectives	64%	36%	-0-	-0-	-0-
D. Freedom from cultural, sexual, or racial bias.	90%	10%	-0-	-0-	-0-

COMMENTS: Very good, ideas most helpful in classroom. Excellent, very helpful, lots of ideas that can be used. Very good materials to take back to the classroom. Excellent--very interesting, glad I came. Especially enjoyable because of the way it was presented.

WRITING SKILLS REQUIRED IN TODAY'S COLLEGES

Jon Launt, Instructor
April 20, 1977
3:30 - 5:30

Robert L. McCain	Parkwood Middle
Betty Ballard	Parkwood Middle
Sylvia Winfield	East Union Middle
Jean Kluttz	Forest Hills High
Jane B. Furr	Parkwood High
Mary Jacumin	Piedmont Middle
Margaret Broadway	Piedmont High
Lottie G. Parker	Piedmont High
Janette H. Trull	Piedmont High
Yvonne Hood	Wingate Elementary
Mable Mills	Wingate Elementary
Kate Faulkner	CBC
Virginia Griffin	Forest Hills
Wanda Craig	Parkwood Middle
Gail Latham	CBC

SCHOOL: Combined

WRITING SKILLS REQUIRED IN TODAY'S COLLEGES

April 20, 1977

Please record your evaluation of this workshop by checking the appropriate column.

	Very Successful	Successful	Somewhat Successful	Somewhat Unsuccessful	Unsuccessful
A. Appropriateness of content	64%	29%	7%	-0-	-0-
B. Style and clarity of presentation	43%	43%	14%	-0-	-0-
C. Correlation of content with your teaching objectives	58%	33%	9%	-0-	-0-
D. Freedom from cultural, sexual, or racial bias.	100%	-0-	-0-	-0-	-0-

COMMENTS: Students in high school need to learn thinking skills. These activities will be helpful in teaching them. Helpful mimeo activities. Consultant had done a very good job in preparing his presentation. Hand-outs seem beneficial! Competent instructor. Many good ideas adaptable to my own teaching situation. Provided a lot of useful information.

CAREER EDUCATION AND THE TEACHING OF FOREIGN LANGUAGES

L. Gerard Toussaint
April 21, 1977
3:30 - 5:30

Yvonne Hood	Wingate Elementary
Sharon Cress	Sun Valley
Tom Poulton	Piedmont High
Frank Machado	Sun Valley
Kate Faulkner	CBC
Gail Latham	CBC

SCHOOL: Combined

CAREER EDUCATION AND THE TEACHING OF FOREIGN LANGUAGES

April 21, 1977

Please record your evaluation of this workshop by checking the appropriate column.

	Very Successful	Successful	Somewhat Successful	Somewhat Unsuccessful	Unsuccessful
A. Appropriateness of content	75%	25%	-0-	-0-	-0-
B. Style and clarity of presentation	75%	25%	-0-	-0-	-0-
C. Correlation of content with your teaching objectives	75%	25%	-0-	-0-	-0-
D. Freedom from cultural, sexual, or racial bias.	100%	-0-	-0-	-0-	-0-

COMMENTS: 1. I was particularly rewarded in this workshop. Some of my ideas regarding the Career Curriculum have been positively clarified. 2. I firmly believe that more of these types of workshops are needed and are very useful. 3. This was an excellent opportunity to express a desire to extend offerings in foreign language. A follow-up is definitely needed. 4. The foreign language program could be more successful if it were introduced in the lower grades.

CAREER EDUCATION CURRICULUM DEVELOPMENT
Debra McGlohon
April 22, 1977
3:30 - 5:30 p.m.

Robert Fulton	Sun Valley High
Dorethea Collins	Sun Valley High
Gerald Hargett	East Union Middle
Jean Kluttz	Forest Hills High
Bill L. Kluttz	Sun Valley High
Jane B. Furr	Parkwood Middle
C. H. Bales	Sun Valley High
S. M. Baker	Sun Valley High
Mary R. McAfee	Forest Hills High
Anne Irwin	Piedmont High
Anne Alston	Parkwood Middle
Linda Wilber	Sun Valley High
Martha Richards	Parkwood Middle
James A. Warren	Forest Hills High
Susan S. Helton	Piedmont Middle
Lois T. Hayes	Sun Valley High
Yvonne Hood	Wingate Elementary
Gail F. Latham	CBC

COMMENTS

- Began slowly, but after discussion moved well. Content well organized--delightful personality of leader made it a joy to work today. She has "brains" too! I enjoyed this one.
- Very interesting, afternoon session particularly.
- This is one workshop I would like to have had more time for!
- Very nice, especially the afternoon session with Task one.
- Thought provoking concepts making us more aware of the difficult tasks in development.
- Need more consultants like Debbie.
- A very helpful workshop.
- Very good.

SCHOOL: Combined

CAREER EDUCATION CURRICULUM DEVELOPMENT

April 22, 1977

Please record your evaluation of this workshop by checking the appropriate column.

	Very Successful	Successful	Somewhat Successful	Somewhat Unsuccessful	Unsuccessful
A. Appropriateness of content	86%	7%	7%	-0-	-0-
B. Style and clarity of presentation	86%	14%	-0-	-0-	-0-
C. Correlation of content with your teaching objectives	40%	53%	7%	-0-	-0-
D. Freedom from cultural, sexual, or racial bias.	71%	29%	-0-	-0-	-0-

COMMENTS: ______________________________

READING AND CAREER EDUCATION IN THE SCIENCE CURRICULUM

Sally Innes, McClintock Junior High

April 25, 1977
3:30 - 5:30

Kate Faulkner	CBC
John Brown	Parkwood Middle
Joan Walden	Parkwood Middle
Cathy Davis	Parkwood Middle
Larry Tuggle	Parkwood Middle
Linda Lybrand	East Union Middle
Polly B. Gaddy	East Union Middle
Karen Richardson	East Union Middle
Betty H. Griffin	East Union Middle
Elizabeth M. Williams	Forest Hills High
Mary R. McAfee	Forest Hills High
Patrica Ritt	East Union Middle
Gwen Pittman	Waxhaw
Dorothy Rosser	Waxhaw
Sylvia Winfield	East Union Middle
Grace D. Daniels	Forest Hills
Carolyn J. Lowder	Forest Hills

SCHOOL: Combined

READING AND CAREER EDUCATION IN THE SCIENCE CURRICULUM

April 25, 1977

Please record your evaluation of this workshop by checking the appropriate column.

	Very Successful	Successful	Somewhat Successful	Somewhat Unsuccessful	Unsuccessful
A. Appropriateness of content	82%	18%	-0-	-0-	-0-
B. Style and clarity of presentation	64%	23%	13%	-0-	-0-
C. Correlation of content with your teaching objectives	63%	31%	6%	-0-	-0-
D. Freedom from cultural, sexual, or racial bias.	88%	12%	-0-	-0-	-0-

COMMENTS: ______________________

COMMENTS

Excellent, well prepared; visual aids most appropriate for classroom use; excellent in-service person for workshops of a day or more for next year.

Ms. Innes has lots of good ideas. A day to work these ideas for my own subject with her next year would be a good idea.

No words to describe this workshop. A world of materials to take back to the classroom. Return engagement needed--but longer.

Had more time been available, I feel I'd have a better working knowledge of how to implement these ideas--perhaps an all day workshop.

Two hours not enough. Another year have a day to do some type of activities using our own text and materials.

DECISION-MAKING AND THE DEVELOPMENT ON SELF CONCEPT

Dr. Mary Thomas Burke
April 26, 1977
3:30 - 5:30

Kate Faulkner	CBC
John Brown	Parkwood Middle
Trudy F. Harris	Piedmont High
Lois T. Hayes	Sun Valley High
Jennie B. Bolden	Forest Hills High
Mary R. McAfee	Forest Hills High
Ellen N. Turner	Forest Hills High
Nancy S. Clark	Parkwood Middle
Pat Clontz	Parkwood Middle
Mae Crawford	Waxhaw Elementary
Jeanne R. Bryant	Waxhaw Elementary
Debra E. Richardson	Waxhaw Elementary
Dorothy Rosser	Waxhaw Elementary
Ruth Ann Williams	Wingate Elementary
Cookie Jacumin	Piedmont Middle
Margaret Broadway	Piedmont High
Marian Hume	Wingate Elementary
Mable Mills	Wingate Elementary
Peggie McLean	Unionville
Virginia Griffin	Forest Hills
Nancy Bemis	Indian Trail
Jackie Clark	Indian Trail
Karen Richardson	East Union Middle
Polly B. Gaddy	East Union Middle
Patricia Ritt	East Union Middle
Betty Griffin	East Union Middle
Keith Howey	Union Elementary
Cathy Davis	Parkwood Middle
Larry Tuggle	Parkwood Middle
Yvonne Hood	Wingate Elementary
Linda Lybrand	East Union Middle
Jessica Smith	Wingate Elementary
Karen Myers	Wingate Elementary
Doris Williams	Wingate Elementary
Sara M. Tyson	
Gail Latham	CBC

SCHOOL: Combined

DECISION MAKING AND THE DEVELOPMENT OF SELF CONCEPT

April 26, 1977

Please record your evaluation of this workshop by checking the appropriate column.

	Very Successful	Successful	Somewhat Successful	Somewhat Unsuccessful	Unsuccessful
A. Appropriateness of content	97%	3%	-0-	-0-	-0-
B. Style and clarity of presentation	97%	3%	-0-	-0-	-0-
C. Correlation of content with your teaching objectives	91%	9%	-0-	-0-	-0-
D. Freedom from cultural, sexual, or racial bias.	90%	7%	-0-	-0-	3%

COMMENTS:

COMMENTS

As always, Dr. Burke was superb - Have enjoyed all the workshops with her. Please ask her back! So much "food for thought" is given.

Excellent speaker; provides many ideas which I feel would benefit faculties as a whole having Dr. Burke speak to them, Dr. Burke always has good ideas for use with self and in class.

Very good--- I would like to see Dr. Burke back for a full day woukshop.

She remains -- the very best.

An inspiration as usual

Very good---should have another workshop.

Excellent presentation

Very good workshop

Very informative

Great! Very well presented. Relative; interesting; informative. Enjoyed workshops very much. Time passed so quickly. Relaxed atmosphere made possible by the instructor and a self awareness in decicion making.

SOCIAL STUDIES AND CAREER EDUCATION

Toni Patterson

April 28, 1977
3:30 - 5:30

Sylvia Winfield	East Union Middle
Sue Channell	Parkwood High
Rollin Channell	Parkwood High
Robert L. McCain	Parkwood Middle
Betty Ballard	Parkwood Middle
Wanda Craig	Parkwood Middle
Trudy F. Harris	Piedmont High
Karen N. Williams	CBC
Janet Baker	Parkwood Middle
Gail Latham	CBC

SCHOOL: Combined

SOCIAL STUDIES AND CAREER EDUCATION

April 28, 1977

Please record your evaluation of this workshop by checking the appropriate column.

	Very Successful	Successful	Somewhat Successful	Somewhat Unsuccessful	Unsuccessful
A. Appropriateness of content	88%	-0-	12%	-0-	-0-
B. Style and clarity of presentation	63%	37%	-0-	-0-	-0-
C. Correlation of content with your teaching objectives	63%	37%	-0-	-0-	-0-
D. Freedom from cultural, sexual, or racial bias.	75%	25%	-0-	-0-	-0-

COMMENTS: Informative and interesting. Thought the class was very well presented. Should help in the classroom. Good presentation.

CAREER EDUCATION AND THE MATH CURRICULUM

Cleo M. Meek
May 3, 1977
3:30 - 5:30

Janet Baker	Parkwood Middle
Joan Walden	Parkwood Middle
Barbara Cook	Parkwood Middle
Richard Tyson	Parkwood Middle
Wanda Craig	Parkwood Middle
Polly B. Gaddy	East Union Middle
Patricia J. Ritt	East Union Middle
Karen Richardson	East Union Middle
Linda Lybrand	East Union Middle
Robert L. McCain	Parkwood High
Kate Faulkner	CBC
V. Kendrick	Parkwood High
T. Tyson	Parkwood High
E. Turner	Forest Hills
Gail Latham	CBC

CLEO MARVIN MEEK

BA in Education	Northeastern Oklahoma State University Tahlequah, Oklahoma
MA in Education	Northeastern Oklahoma State University Tahlequah, Oklahoma
Ed.D.	Duke University, Durham, North Carolina

Additional Graduate Study -

University of North Carolina - Chapel Hill
Northern Arizona University, Flagstaff, Arizona
Arizona State University, Tempe, Arizona

Teaching Experience -

Junior High School Mathematics Teacher,
Copan Schools, Copan, Oklahoma

High School Mathematics Teacher,
Wickenburg High School
Wickenburg, Arizona

Current Position -

Associate Director
Division of Mathematics
State Department of Public Instruction
Raleigh, North Carolina 27611

SCHOOL: Combined

CAREER EDUCATION AND THE MATH CURRICULUM

May 3, 1977

Please record your evaluation of this workshop by checking the appropriate column.

	Very Successful	Successful	Somewhat Successful	Somewhat Unsuccessful	Unsuccessful
A. Appropriateness of content	100%	-0-	-0-	-0-	-0-
B. Style and clarity of presentation	100%	-0-	-0-	-0-	-0-
C. Correlation of content with your teaching objectives	100%	-0-	-0-	-0-	-0-
D. Freedom from cultural, sexual, or racial bias.	100%	-0-	-0-	-0-	-0-

COMMENTS: ______

COMMENTS

Very good!

The workshop was fantastic--So many things to take back to the classroom. Please could we have Dr. Meek again?

Very good materials for use with classes.

Enjoy taking back practical material to the classroom.

Excellent presentation and material

Enjoyable presentation

Excellent and extremely helpful

The work presented is most appropriate for use in the classroom. Excellent hands-on activities.

Very enjoyable and educational

CAREER EDUCATION AND THE PHYSICAL EDUCATION CURRICULUM
Susan Johnson
May 5, 1977
3:30 - 5:30

Kate Faulkner	CBC
Judy Griffin	P. E. Helping teacher - elem.
Richard Tyson	Parkwood Middle
Sara M. Tyson	
Nancy Bemis	Indian Trail
Fran Klutz	Indian Trail
Jackie Clark	Indian Trail
Ruth Ann Williams	Wingate Elementary
Myzelle Fletcher	Wingate Elementary
Keith Howey	Union
Pat Chontz	Parkwood Middle
Nancy Clarke	Parkwood Middle
Lynn Walkup	Forest Hills
Carolyn Sloop	Unionville
Ruthellen VanBlon	Unionville
Lynda Olive	Unionville
Ann Sutton	East Union Middle
Wayne Smith	East Union Middle
Jessica Smith	Wingate Elementary
Karen Myers	Wingate Elementary
Charles R. Williams	Wingate Elementary
Jennie Bolden	Forest Hills
Mae Crawford	Waxhaw Elementary
Mable Mills	Wingate Elementary
Doris Williams	Wingate Elementary
Robert L McCain	Parkwood Middle
Peggye L. Johnson	East Union Middle
Verline DeWitt	East Union Middle
Yvonne Hood	Wingate Elementary

BIOGRAPHICAL DATA - SUSAN B. JOHNSON

Education

BS Memphis State University 1969
MA Memphis State University 1973
Presently Doctoral Candidate UNC-Greensboro

Present Position

Physical Education Consultant, Division of Physical Education, North Carolina Department of Public Instruction

Significant Experiences

Health and Physical Education Teacher, Memphis Public Schools

Chairwoman of Women's Physical Education Department, Christian Brothers College, Memphis

Clinician for President's Council on Physical Fitness and Sports

Service and Publication

Dance Consultant with Parker Publishing Co.

Johnson, S. B. and Pease, D. A., "Tactile Communication in Sport," JOPER, February, 1974

Listed in Who's Who in American Women

SCHOOL: Combined

CAREER EDUCATION AND THE PHYSICAL EDUCATION CURRICULUM

May 5, 1977

Please record your evaluation of this workshop by checking the appropriate column.

	Very Successful	Successful	Somewhat Successful	Somewhat Unsuccessful	Unsuccessful
A. Appropriateness of content	57%	24%	15%	4%	-0-
B. Style and clarity of presentation	52%	44%	40%	-0-	-0-
C. Correlation of content with your teaching objectives	56%	23%	21%	-0-	-0-
D. Freedom from cultural, sexual, or racial bias.	74%	23%	3%	-0-	-0-

COMMENTS: ______________________________

COMMENTS

Very enjoyable and diversified

Excellent, very interesting - specifically related to career interests as well as to our elementary curriculum now.

Very informative - The instructor Mrs. Susan B. Johnston was excellent.

Very worthwhile presentation and ideas.

I particularly enjoyed the activities.

Very interesting

Enjoyed it - it was fun!

Very helpful and enjoyable

CAREER EDUCATION AND THE ELEMENTARY MATH CURRICULUM
Nedra Mitchell
May 9, 1977
3:30 - 5:30

Kate Faulkner	CBC
Richard Tyson	Parkwook Middle
Nancy Bemis	Indian Trail
Fran Klutz	Indian Trail
Janet Baker	Parkwood Middle
R. L. McCain	Parkwood Middle
Jackie Clark	Indian Trail
Carolyn Sloop	Unionville
Lynda Oliver	Unionville
Dorothy Rosser	Waxhaw
Susan Hyatt	Unionville
Ruthellen VanBlon	Unionville
Myzelle Fletcher	Wingate Elementary
Catherine H. Bower	Wingate Elementary
Marian Hume	Wingate Elementary
Charles Williams	Wingate Elementary
Mable M. Mills	Wingate Elementary
Yvonne Hood	Wingate Elementary
Verlene DeWitt	East Union Middle
Jennie Bolden	Forest Hills
Bill Stegall	Central Office
Janice Barber	Unionville
Gail Latham	CBC

SCHOOL: Combined

CAREER EDUCATION AND THE ELEMENTARY MATH CURRICULUM

May 9, 1977

Please record your evaluation of this workshop by checking the appropriate column.

	Very Successful	Successful	Somewhat Successful	Somewhat Unsuccessful	Unsuccessful
A. Appropriateness of content	42%	26%	32%	-0-	-0-
B. Style and clarity of presentation	37%	48%	10%	5%	-0-
C. Correlation of content with your teaching objectives	47%	26%	26%	-0-	-0-
D. Freedom from cultural, sexual, or racial bias.	84%	16%	-0-	-0-	-0-

COMMENTS: I have learned very much on the primary level. Very well done. An excellent presentation; very practical. A good review of importance of what needs to be taught in math in elementary schools - Good relation to career education - Could have shown some items being used. Could have strengthened presentation by group activities and sharing materials It was relevant. A very interesting program. Easy to relate to in our teaching.

EVALUATION SUMMARY

I found the CBC Project In-Service Program very informative as well as enjoyable. I had never had the opportunity to tour the industries and talk with the personnel managers before. I feel that knowledge gained through these tours will aid me in planning and carrying through class projects based around career awareness. I found the tour and film at MaLeck especially rewarding.

I have been able to incorporate practically all the classroom activities that I learned form Dr. Charles Harper's workshop into my regular routine. The students were extremely receptive to these delightful activities.

I have utilized Dr. Mary Thomas Burke's approach of her Self-Awareness workshop. I had one rejected, emotional, and withdrawn student to speak out for the first time all year and ask could he be the car, when we had the "car wash." (activity involving with stroking or compliments.) It was significant to note that he needed love and attention enough to over come his shyness when these rewards were involved.

TEACHER: Betty Stegall

EVALUATION SUMMARY

I feel that the Third Party Evaluation report is a necessary part of the CBC project and I learned a great deal from it. I realize that many things that we do in the CBC project are very difficult to measure in terms of results, but we can learn a lot by examining them and making an honest effort to measure them.

The session on Careers in Union County was excellent. I learned a lot about industries in our county in the way of the number of people employed, salary, etc. I felt that our teachers recieved a lot of good information that they could pass on to their students. Also, we used some of the speakers as resource people during the school year.

The self-awareness workshop done by Dr. Burke was excellent. It helped us to take a critical look at ourselves and to examine the way that we relate to others - especially students.

The subject area workshops in social studies, writing skills, math and physical education were all good but I felt that Dr. Meek's math workshop was the best. As the instructional leader in my school, I learned a lot of things that I was able to bring back and share with my faculty. For example, in the writing workshop, I was able to get a copy of writing-skills that employers felt were necessary and to duplicate these and give them to my language arts teachers, and my math teachers were glad to get the math games that I passed on to them.

PRINCIPAL: Robert L. McCain

EVALUATION SUMMARY

The workshops have been very interesting and helpful in the area of concentration. They were designed to show how career education in no way conflicts with the various academic subjects but instead can be incorporated within any sybject to help make a child feel that he will be successful throughout his life.

The self awareness workshop was most beneficial in that it was "success oriented". I am now using many of the activities in my classroom such as "IALAC." This activity is designed to help the child develop a positive attitude about himself. In playing this game the students were able to see the importance of developing positive concepts about themselves.

The "survival game" was another the students enjoyed. It showed them how people are dependent upon various careers in order to survive.

TEACHER: Peggye L. Johnson

EVALUATION SUMMARY

The in-service workshops provided by the Career Based Curriculum office have been most valuable. They have provided an awareness of career opportunities in this area and information on valuesclarification and self awareness.

The industrial tours made me aware of the many job opportunities in this area. I observed skills needed in certain jobs and found out the areas of studies needed to prepare for these jobs. This information I was able to carry back to my classroom and share with my students. This knowledge gave the students an idea of the job market in this county and the preparation they should begin making for certain careers.

The workshops I attended which delt with self awareness gave me insight as to how to help myself become aware of my needs, as well as how to help others assess their needs.

I was most impressed with the workshops I attended on career education and the various curriculum areas. These workshops were most successful for me in that they provided useful information and hands-on activities which could be taken back to the classroom.

TEACHER: Karen Richardson

EVALUATION SUMMARY

I enjoyed all of the workshops I attended. I felt they helped me to gain a positive attitude about teaching and its relevancy to career education.

I was able to evaluate my teaching methods in relation to what most of the speakers pointed out to the groups which would help me to see some possible shortcomings and some worthwhile methods to improve upon these shortcomings.

TEACHER: Anne Alston

EVALUATION SUMMARY

The in-service activities which I attended were extremely interesting and worthwhile. I gained a great deal of knowledge that proved helpful to me as a counselor.

The workshop done by Sister Mary Thomas Burke concerning assertiveness and self image furnished me with information and activities that provided aid for me with my large group as well as my small group and individual counseling. It stands out in my mind as one of the best workshops scheduled.

In addition, I enjoyed and profited from the industrial tours I took for they gave me the chance to become more familiar with Union County and what it has to offer.

Overall, I feel that each workshop in which I was involved helped me to grow both personally and professionally, and I truly appreciate being given the opportunity to participate.

COUNSELOR: Laurie Travis

EVALUATION SUMMARY

The industrial tours were very interesting. I became better aquainted with jobs available in Union County and products manufactured in our area.

I made mental notes on which industries would be ideal for class visitation and which ones would be unsafe for students.

I brought back to the classroom ideas and information to help correlate careers and classroom instruction.

The Math Curriculum workshop with Dr. Meek was one of the most enjoyable of any of the workshops I've attended. Teaching math through games was the central theme. Career role playing was encouraged. Many ideas were given in the form of free material which we could bring back to the classroom and use.

TEACHER: Barbara Cook

EVALUATION SUMMARY

The above career activities have been very useful to me in my planning and implementation of career education in my classroom. The first initial contact hours were my first exposure to career education since I was new in Union County Schools. They defined the goals of career education, and explained the 3 year project.

Tours to industries were excellent exposure to available jobs in Union County. I shared these experiences with my students and related mathematics and science in my explanation when applicable.

The most rewarding hours for me were the workshops on using careers in subject areas and those given by Dr. Mary Thomas Burke. The ideas shared here could be used immediately and I did so in my classroom.

All of the activities were very worthwhile, I never felt like I had invested time as a loss. I hope more activities can be provided next year and thereafter.

TEACHER: Cathy Davis

EVALUATION SUMMARY

I feel that the CBC Project funds were well spent by having workshops for the teachers. The topics were well-chosen and superbly delivered. I have found it beneficial to implement these ideas in my classroom curriculum.

Dr. Charles Harper's values clarification approach to the teaching of social studies has been interwoven into the English and Social Studies program. Not only have the students enjoyed the activities, but they are also more eager to express their ideas in writings. Hopefully some of the new insights will be carried into their personal lives as they interact with friends and family.

Dr. Mary Thomas Burke's lecture on assertiveness and self-image has been beneficial to me in my own personal life as well as helping me redefine my classroom management goals and techniques. Sally Innes and Cleo M. Meek's "show 'n tell" presentations of activities and games has provided our classroom with hands-on activities and games for science and math.

Dr. Burke's lecture on decision making has given me insights into clarifying my own goals for helping the students learn to understand and be responsible for their own decision making.

TEACHER: Pat Ritt